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ABSTRACT

This revised guide provides a resource of ideas and activities to help introduce the young child to multicultural education. While the chief aim of the guide is to provide teaching strategies, it is also designed to give teachers, who are not experts in this field, certain basic information and update their awareness of current developments in the area of early childhood education. The guide offers ideas that explore such concepts as self-esteem, similarities and differences, and cultural pluralism. The main areas of concentration include: (1) multiculturalism in children; (2) preparing early childhood educators; (3) educational practices and materials; (4) parental involvement; and (5) multicultural activities. Selected references, sources of additional published materials, and information resources are included at the end of the guide. (PS)

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A MULTICULTURAL EARLY CHILDHOOD

RESOURCE GUIDE

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The University of the State of New York / THE STATE EDUCATION DEPARTMENT
Division of Civil Rights and Intercultural Relations
Revised January 1987

UD 025 429

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January 1987

To: District Superintendents; Superintendents of Public and Nonpublic Schools, Public and Nonpublic Elementary School Principals; New York City Board of Education

From: Joan Bourgeois

Subject: Revised Multicultural Early Childhood Resource Guide

Educators and child development specialists have long recognized the value of learning about the various cultures present in our society. Children can gain a better understanding of each other as they learn to recognize the unique contributions each group has made to our American heritage. Schools should actively enhance the cultural background of each child by providing multicultural activities designed to foster a respect for the traditional and familiar as well as to expose each child to new, diverse experiences.

Public, private and parochial schools, day care centers, and girl and boy scout organizations are among the many institutions serving diverse groups of children. These institutions, serving children with varied racial-ethnic backgrounds, lifestyles and learning disabilities, can provide the opportunity for all children to develop an understanding and respect for themselves and others.

The Division of Civil Rights and Intercultural Relations' activities are designed to reflect the State Education Department's commitment to providing equal educational opportunities for all children in the State. The Division has produced several publications on equity-related topics, including Women's History Week, Black History Month, focus on Equity, Multicultural Early Childhood Education and Dr. Martin Luther King, Jr.

The first Multicultural Early Childhood Resource Guide was published in 1983. The Division appreciates the enthusiastic response by district personnel, and this revised edition reflects the valued comments expressed by those who used the original publication. We hope the Guide will be a helpful resource in your efforts to enhance the cultural background of young children through a variety of learning experiences.

Should you or other school personnel have questions or require assistance in implementing classroom activities suggested in the Guide, please contact Edith Dancy at:

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The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Divison of Civil Rights and Intercultural Relations

A Multicultural Early Childhood Resource Guide

Revised January 1987

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Foreword

Beginning with Headstart in 1965 and Followthrough in 1967, a number of pre-school and primary grade programs have been developed to meet the special needs of children at the lower level of the socioeconomic stratum. Initially, Project Headstart was committed to the goals of enhancing the child's long-term development rather than attaining immediate academic proficiency.

Evaluations of Headstart confirm that children who have participated in such programs enter primary school close to national norms in measures of school readiness, and that their gains tend to be maintained during the first year of school. Favorable effects on achievement, motivation, task orientation, emotional growth and social behavior or adjustments are also suggested.

Research reports examined Headstart, Followthrough and other primary programs. The reports found that participants in preschool programs perform equally well or better than their peers when they begin regular school. Not only have studies reported significant gains in terms of I.Q. and on measures of general cognitive and language skills, but participation in such programs has an effect on social adjustment and motivation as well.[1]

Although many studies reported that participation in a preschool program has a beneficial effect on the child's development and an immediate positive impact, some researchers continue to assess whether early intervention has a long-term effect on the child's performance in school. Others have compared gains made by children in preschool programs with varying philosophies and curricula. The effect attributable to continuity or lack of continuity of approach from preschool through the primary grades has been questioned by several analysts. There is also the question of who should be served; many researchers studied only disadvantaged or high-risk populations.

However, there is a growing trend to incorporate early childhood programs into the regular school operation. For example, the Buffalo Public School System initiated ten early childhood centers as part of its education system. Another ten districts, located primarily on Long Island and in Brooklyn, receive financial support for day-care or other special programs in public schools. Approximately fifty additional school districts in New York State have classes for four-year olds.

School districts have found these programs to be educationally sound and economically beneficial. Educational benefits have included: 1) a source of continuity from home to school, and 2) greater continuity from kindergarten to the elementary grades. Economic benefits have included: 1) lowering the subsequent cost of education because students are less likely to repeat grades in the early years, and 2) ensuring that a higher percentage of students remain in school and receive high school diplomas. Thus, over a period of time, early childhood education appears to be significant in positively shaping future outcomes for children, institutions and society in general.

Similarly, it has been found that attitudes and understandings of children can be effectively guided at this early age with respect to differences among and between people of various cultures. Much has been documented to indicate the degree and extent to which children can be influenced by literature, the media and other factors in their environment.

The New York State Education Department recognizes the need to develop meaningful curricula guides and materials designed to assist teachers working with the very young child. This guide, published by the Division of Civil Rights and Intercultural Relations, is offered as a resource of ideas and activities which will help to introduce the young child to a truly multicultural education.

The revised edition of the Multicultural Early Childhood Resource Guide was developed by the Division of Civil Rights and Intercultural Relations whose responsibility it is to ensure that all students in New York State have access to equal educational opportunity without regard to race, color, national origin, sex or handicapping conditions.

Many offices and individuals made significant contributions to the development and completion of this guide. Our sincere thanks and appreciation are extended to the Bureaus of Curriculum Development, Bilingual Education, Child Development and Parent Education for their review and assistance. Thanks is expressed to Marie Deegan, Assistant for her efforts in editing the manuscript, to Dennis

L. Glover, Education Program Manager for obtaining the pictures for the pictorial display used in the guide and Edith Dancy, Associate for developing and pulling all the pieces together. We wish to acknowledge the following school districts who provided the pictures used in the publication: Poughkeepsie City School District, Community School District 21 and Rochester City School District.

Finally, we wish to express our thanks to the teachers, principals, superintendents, and parents who continue to work diligently to promote multicultural education in our schools.

[1] For a review of the literature see *Review of Selected Research on Preschool Education*. Bureau of Child Development and Parent Education, New York State Education Department, 1980.

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Introduction

A recurring theme in contemporary literature dealing with education and lifelong learning is that the early years of a child's life are crucial. What children will or can become and the style with which they will face learning and life itself is directly influenced by the quality of their early childhood education.

While it has been established that multicultural education is neither a unique phenomenon nor a recent innovation, it is generally acknowledged that school programs cannot ignore the differences that children bring to school.

Multicultural education embodies an overall perspective rather than a specific curriculum. From this perspective we can learn about the children's cultural backgrounds, attitudes and experiences and begin to incorporate these into meaningful learning opportunities.

While the chief aim of this guide is to provide teaching strategies, it is also designed to give teachers, who are not experts in this field, certain basic information and update their awareness of current developments in the area of early childhood education.

The guide offers ideas that enable any classroom teacher to promote understanding among his or her students and create positive change in learning experiences. Some of the concepts explored are self-esteem, similarities and differences, and cultural pluralism. The main areas of concentration include Multiculturalism in Children, Issues Involved in Preparing Early Childhood Educators, Educational Practices and Materials, Parental Involvement and Multicultural Activities. Selected references, sources of additional published materials, and information resources are included at the end of the guide. To allow the teacher easy access to the material presented, the references in the text have been abbreviated. The activities in this guide need not be used in sequential order and are designed to be integrated into the regular curriculum.

With some modifications in the activities, all early grades can benefit from the use of the guide. Suggested levels are pre-K through grade 2. All learning experiences should be geared to meet the needs of individual students. The activities described herein will not necessarily meet the needs of all students, since communities, students and schools within our State differ considerably. The guide is recommended for use by teachers of early grades, librarians, boards of education, curriculum and in-service coordinators and university professors (especially those involved in teacher training).

The revised edition of the Multicultural Early Childhood Resource Guide should serve to encourage the school administrator to institute and expand policies that will promote and enhance cultural pluralism throughout the school environment.

Some Children Are.....

Some children are brown
like newly baked bread,
Some children are yellow
and some are red,
Some children are white
and some almost blue–
Their colors are different–
the children like you!

Some children eat porridge
and some eat figs,
Some children like ice cream
and some roasted pig!
Some eat raw fishes
and some Irish stew–
Their likings are different–
the children like you!

Some children say "yes"
and some say "oui."
Some say "ja"
and some say "si,"
Some children say "peep"
and some say "booh"–
Their words may be different–
the children like you!

Some children wear sweaters
and some rebozos
Some children wear furs
and some kimonos,
Some children go naked
and wear only their queue.
Their clothes may be different–
the children like you!

Some children have houses
of stone in the streets,
Some live in igloos,
and some live on fleets,
Some live in old straw huts
and some in new–
Their homes may be different–
the children like you!

Some children are Finnish
and some from Japan,
Some are Norwegian
and some from Sudan.
Oh yes, we have children
in valley, on pike.
Their countries are different–
the children alike!

Oh, if they could dance
and if they could play
Altogether together
a wonderful day!
Some could come sailing
and some could just hike!
So much would be different
the children alike![2]

Jo Tenjford Oslo

[2]Galloway Township School District; Curriculum Revisions for Social Studies and Language Arts – Developed by the ESAA Curriculum Committee, 1980-81.

A Philosophy of Racial/Ethnic Pluralism[3]

The instructional program of every school should include intergroup concepts which are designed to improve the student's understanding of the relationship between individuals and groups from differing racial, national origin, religious and socioeconomic backgrounds. Individuals and families have their own cultures with distinctive beliefs, customs, values, behaviors and relationships.

The concern for educational equity has caused people from various cultural groups to become aware of the need to find ways of relating effectively to one another. America is a culturally pluralistic society. No cultural group lives in complete isolation; each influences and is influenced by others. Each person's exposure to other cultures and racial/ethnic groups has continued to increase over the years; and, in many instances, the richness of cultural diversity can serve to enhance that person's life.

It is important that teachers, school administrators and other school personnel be aware of and sensitive to their diverse student populations. Special attention should be given to the atmosphere created within the school and the nonverbal messages that the environment indicates to students, parents and teachers toward people of differing racial/ethnic backgrounds. The administrator can set the tone and structure that will facilitate positive intergroup relations.

It is essential that the classroom teacher understands and shapes his or her ideas, attitudes and understandings to extend to other individuals and groups within the classroom. We look to him or her to teach that each individual has value and each deserves respect.

Curriculum revisions, formal and informal, are necessary to incorporate the ever-changing issues of our society and to emphasize equal opportunities for success within the school community. Therefore, the need for cross-cultural communication skills that facilitate cooperation and respect among diverse cultural and socioeconomic groups will increase. The school should assist all students to develop skills, attitudes and abilities that help them function successfully within and across racial/ethnic lines. If America is to fulfill its role of providing for justice and equality, it must foster schools that promote and reflect a culturally pluralistic viewpoint.

[3] Banks, James A. *Multiethnic Education: Practices and Promises*. Indiana: Phi Delta Kappa Educational Foundation, 1977; and *Multiethnic/Multicultural Early Childhood Curriculum for Young Children* – Designed for Yakima Indian Nation Early Childhood Programs. Spokane, Washington: Yakima Indian Nation Education Division, 1979.

Objectives of the Multicultural Early Childhood Resource Guide

- To assist the teacher in recognizing differences and utilizing them in a positive manner
- To assist the teacher in integrating multicultural activities into an established curriculum
- To assist the teacher in fostering self-esteem, confidence and respect for individuals of varying race, creed, color or ethnic backgrounds
- To assist the teacher in understanding how bias and stereotyping can affect students in the classroom
- To assist the teacher in creating an accepting atmosphere conducive to the learning of all children
- To assist the teacher in relating to parents of different racial/ethnic backgrounds
- To assist the teacher by providing reference materials for implementing a multicultural curriculum
- To assist administrators in creating a school environment that encourages intergroup experiences among teachers, parents and students

Poughkeepsie City School District

Classroom and School Ecology[4]

The environment of the early childhood center should reflect the concept of culture in the manner in which rooms are arranged, learning materials are selected and activities are designed.

To be child-centered means constantly to draw upon the world of the child...the child's physical and emotional worlds...as well as the particular ways in which the child learns. Each of these worlds is understood to be closely associated with the child's concept of his or her culture and that of others.

The idea of drawing on the experiential background of each child means that the program must be multiethnic and multicultural in nature because each child brings to the center a variety of experiences, including a combination of the past and present. This means that the program draws not only upon the traditions that children bring with them to the school, but also incorporates the present world in which they live.

Since the teacher interacts with children of many backgrounds, it is important to develop a sensitivity for and an awareness of these differences. The school must accept the child as he or she is, with personal pattern and rate of growth, and help the child to develop by providing appropriate tasks and opportunities in each of the many areas of learning.

A positive classroom climate should allow all children to interact on a regular and frequent basis. This may be accomplished through seating arrangements, assignments in group activities, and school practices and policies that promote daily contact. A sensitive classroom environment also demands close attention to the selection of learning materials that visibly reflect the classroom population. Pictures, storybooks, bulletin boards and other classroom displays should reflect the multicultural nature of the child's world.

Additional classroom activities should be designed to complement the variety of learning materials and facilitate intergroup relations. Activities should be varied in order to capitalize upon the natural individual interests and abilities of children, as well as upon differences emanating from race and ethnicity. The whole child comes to school bringing his or her mental capacities, emotions, bodily skills and individual manner of socializing, regardless of racial/ethnic background.

Just as classroom ecology influences the types of messages transmitted to students, the total school environment is significant in providing a program that is multicultural in nature and content. The school administrator can perform a prompt self-analysis by observing the manner and number of times that parents interact with school personnel, the policies and practices that encourage this interaction, and the general mode of communication used by parents of varying backgrounds. Once the school administrator becomes conscious of these factors, then adjustments for increasing interaction between parents and the school can be facilitated.

Due to the importance of developing positive self-concepts and self-esteem on the part of preschoolers, and culturally different preschoolers in particular, minute details such as who most frequently helps the teacher, who receives recognition and leads activities should be examined. In nurturing a positive self-image, children of different racial/ethnic backgrounds should feel accepted and capable of becoming active participants in classroom activities.

In planning a well-rounded multicultural program, it will be useful if the teacher incorporates some of the following ideas:

1. Invite as special guests resource persons from all segments of the community, including parents, law enforcement officers, firefighters, local folk dance groups and other representatives of the community and its working force. The law enforcement officer or firefighter who is a member of a particular racial/ethnic group can help the teacher to overcome the various aspects of bias and stereotyping that may exist.
2. Plan field trips to various ethnic communities. The teacher can determine what should be seen based upon the racial/ethnic makeup of the class and the extent of exposure to different cultural groups.
3. Contact the library for assistance in setting up a visitation schedule when special exhibits, story hours and activities are conducted that are multicultural in nature and content.

Classroom ecology simply means utilizing resources already available to create a learning environment that is conducive to facilitating opportunities for academic and social success for all students.

[4] This concept was first developed by Joseph Grannis and Carolyn Hammond at the Institute for Urban and Minority Education, Teachers College, Columbia University.

Nonverbal Communication in the Classroom[5]

People are constantly communicating "real" feelings through silent language, the language of behavior. Sometimes this is correctly interpreted, but more often it is not. Studying cultural communication styles in any group of children is an important factor in understanding that cultural groups differ in the expression of feelings and emotions. Each person tends to take his or her particular culture very much for granted. For example, individuals often are not aware of the number of times touching occurs during a conversation. In a normal everyday greeting among Mexicans, Puerto Ricans and Cubans there is frequent touching, slapping of backs, kissing and rubbing of upper parts of bodies in the simplest of greetings, while in the Anglo-American culture, people seldom touch.

Sometimes we are not consciously aware of the many elements that make up our cultural personality, our racial/ethnic identity. We are not attentive to the sounds we make when we speak, nor the intonation patterns we use, how these contrast with those of other cultures. We are not aware of our gestures, nor how we space ourselves when talking with others, nor if we tend to stare at people too long when we converse. For example, staring is unacceptable behavior for either gender in public places (i.e., streets, schools, banks, offices, churches) or private places (i.e., homes), but it is expected when speaking directly to someone. Many people of Latin background traditionally never establish prolonged eye contact during a conversation, which often times causes feelings of discomfort in the United States, because eye contact during a conversation in this country is accepted and anticipated.

The teacher can develop adequate teaching materials that will make it possible to systematically scrutinize his or her own nonverbal communication skills and compare those of other cultures in the classroom.

It is important for teachers, administrators and the children to know that people from different racial/ethnic backgrounds display "peculiarities" in their behavior. These "peculiarities" reflect their culture and are not necessarily bad, just different.

Observing the following behaviors among children of different racial/ethnic groups should increase teacher awareness of various cultural expressions:

- facial expressions
- head and shoulder movements
- staring and eye contact
- finger movements
- hand movements
- touching
- smiling
- conversation

A better understanding of the nonverbal characteristics of communication among students in his or her classroom can help the teacher establish and maintain a truly multicultural and equitable environment. This will increase self-awareness, self-identity and effective interaction. Cross-cultural understanding is an enterprise of learning to live together...together, but differently.

Since the means of expressing respect, love, friendship and warmth may be different within various cultures, the wrong message may be transmitted between students and teachers, causing disharmony in interpersonal relationships. To avoid painful misunderstandings among those groups, we need to teach and discuss these differences or at least point them out. In doing so, we can help develop feelings of warmth and respect for the ways in which human beings go about arriving at the same things (i.e., relaxation, happiness, enjoyment). It should be explained to children that they are not learning a better way of behaving, but simply learning a different way in order to function effectively in another culture and setting.

[5] Various concepts in nonverbal communication are taken from: Carmen Judith Nine Curt, *Nonverbal Communication*, National Assessment and Dissemination Center for Bilingual/Bicultural Education (Cambridge, Massachusetts, 1976).

Basic Pupil Characteristics

An effective multicultural early childhood program should include activities that help to meet the needs of all children. However, there are certain aspects the classroom teacher should attempt to nurture in the culturally different child, such as self-esteem and self-expression. The child of the dominant culture, on the other hand, should be provided the experiences of learning about others, to explore and respect their cultural norms and mores. All of these needs are interlocking and interdependent.

School and classroom activities should address the basic needs of all children and the special needs inherent in a multicultural setting. Through managing, observing and facilitating interaction among children of various backgrounds, teachers can become informed and sensitive regarding these basic and special needs.

The basic needs of *all* children can be categorized as follows:

A. Social
- to cooperate
- to share
- to give
- to enjoy
- to be loved
- to be respected
- to learn about others
- to communicate, verbally and nonverbally
- to be secure
- to be recognized
- to explore

B. Emotional
- to develop self-esteem
- to develop self-control
- to develop trust
- to develop obedience
- to develop self-expression
- to develop independence
- to develop kindness
- to be treated with justice

C. Cultural
- religion
- beliefs
- language
- history
- group identity

D. Physical
- food
- clothing
- shelter
- cleanliness
- safety
- exercise

E. Developmental
- eye, hand and foot coordination
- small and large muscle coordination
- self-care skills

Although the basic needs of all children are the same, the sharing of cultures and values among different cultural groups serves to enhance the social and emotional development of each.

Ideas about culture that should be emphasized include:

- we are bound by our culture; it cannot be shed
- every culture has its roots
- culture functions from an awareness of those roots and what they imply even though we may be unaware of how it affects our behavior
- in order to understand others, we must first seek our own cultural identity
- by studying and observing the cultures of others, we can better understand and appreciate our own culture and its role in society
- cultures are neither better nor worse, simply different
- in spite of inherent differences, there are basic similarities such as love, family, loyalty, friendship and joy[6]

The teacher in a multicultural classroom should utilize children, parents and community resources to develop a knowledge of and an appreciation for these diverse needs. The individual interests of children can be identified by the teacher in a child/parent teacher interview and by paying special attention to all that occurs within the classroom as suggested above.

[6] Carmen Judith Nine Curt, *Teacher Training Pack for a Course on Cultural Awareness*, National Assessment and Dissemination Center for Bilingual Education (Fall River, Massachusetts, 1976).

Guidelines for Integrating A Multicultural Perspective

Possibilities for developing a multicultural program need not be restricted to the suggestions provided herein. It is hoped that these concrete ideas will assist teachers in determining how multicultural education can be woven into existing programs.

Enhance Self-Concept and Cultural Identity

The development of a positive self-concept is a major goal of early childhood programs and can be accomplished through stories, art projects and discussions relating to likes and dislikes, similarities and differences and other related topics. Activities can focus on how all the children's lives are similar and yet different. This concept enhances identification with one's own culture.

Develop Social Skills and Responsibilities

The ability to see and appreciate another person's point of view is an important skill in understanding and relating to different cultural groups. Ways in which we can motivate children to develop this skill include providing for frequent social interaction; calling the children's attention to the existence of other points of view; and encouraging children to communicate so others can understand them. The presence of other younger children make the reality of others, their needs and points of view, more concrete.

Classroom chores such as cleaning up, moving furniture, preparing snacks, and emptying water into the wading pool can all provide increased opportunity for social interaction, communication and the experience of other, often conflicting, points of view.

Classroom activities such as plays, murals, sculpture, newspaper, and construction projects can provide opportunities to expand children's social skills. Orientation to the social world, beginning with their earliest friendships, must be considered part of any effort to integrate multicultural education.

Broaden the Cultural Base of the Curriculum

In addition to considering the child's self-concept, cultural identity, and basic social orientation, teachers need to broaden the cultural awareness of their students. The goal is not to teach specifically about other groups or countries, but rather to help children become accustomed to the idea that there are many different lifestyles, languages and points of view.

In early childhood classrooms, there are many opportunities to introduce variations in clothing, cooking, work, music, etc., in very concrete ways.

CSD #21

Study a Particular Group

Studying the cultures represented in any group of children can be an important contribution to learning one's cultural identity and that of others. New students entering the class from another country may provide interesting information, and this may be a way of easing the newcomer's entry into the classroom. This approach helps to make the adjustment and learning process a mutual and reciprocal one rather than the sole responsibility of the new student.

When teachers develop a focus on a particular group, it is important that the people, not the stereotypes and differences, are highlighted. It should be pointed out that these are people who share many of the same feelings and needs that the children themselves have experienced. This can be conveyed with films, photographs, stories and, if possible, by inviting people from a variety of backgrounds and cultures to visit the classroom. Learning about lifestyles that differ from one's own should be provided in a context where students are helped to understand why that particular way of life developed. For example, they need to learn not just that "Sioux people lived in tepees," but that Sioux people lived in tepees because they needed homes that could easily be moved as they followed the herds of buffalo.

Efforts to simplify information should in no way impair its authenticity. All activities should be concrete and comprehensible to the children. Much of this information can be incorporated into materials and experiences that are already familiar to the children.

Conclusion

Multicultural education can be incorporated effectively into every aspect of early childhood programs. It may appear to be relevant to classes with representative numbers of children, but it is equally important that all children in this country understand the culturally pluralistic nature of our society. Teachers need to be sensitive to their own views and attitudes and the limits of their own knowledge and experience in order to learn about the backgrounds and attitudes of the children in their classes. Using this information, they can design appropriate goals and curricula.

The concept of shared human experiences and cultural diversity can be woven into all aspects of the curriculum. The emphasis on social and emotional development can be expanded to incorporate children's cultural identity and their awareness, concern, and respect for other people. Through a variety of materials and activities, young children can become accustomed to the idea there are many ways of doing things. There should be a continuation of this emphasis throughout the primary grades.

In spite of the complexity of the issues and content, multicultural education is far from incompatible with early childhood education. It can be accomplished by incorporating one with the other. We can enrich and expand the lives of the children with whom we work.

How Children Learn

Learning can be defined as a change in behavior resulting from normal growth and life experiences. The child is constantly in quest of satisfying those changing needs. The individual and the environment will influence what learning will take place and the quality of that learning. It is the responsibility of the school and other social institutions to help the child meet these needs in ways that are not only satisfying, but in ways that will encourage behavior patterns that are personally and socially constructive and acceptable. The early years of a child's development are the root years from which future growth will stem. This is as true of intellectual, social and emotional growth as it is of physical development.

A child's self-image affects how and what learning will take place. Each teacher plans for his or her particular group of children, giving careful consideration to the interests and learning styles of the individual child and of the group.

A multicultural classroom population can be a primary source for the development of curriculum materials. The teacher can learn as much from the culturally diverse students as classroom activities permit by encouraging children to share personal experiences, bring materials from the home and invite people from the community, including family members. The multicultural curriculum should impact directly upon effective learning for cultural awareness and understanding, remembering that children learn in a variety of ways:

- through watching adults and watching older children play
- through first-hand sensory perception, feeling, listening, smelling, tasting and observing
- through experimentation, investigation, exploration and trial and error

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- as a result of encounters with a variety of media, problems, ideas and people
- as active members of a social group, i.e., family group, age or play group, church, community
- in the process of identifying with the adults in their lives
- most efficiently through what is related to their own purposes and interests
- learn best when self-esteem is positive*

Providing children with experiences and exposure to different life-styles, different world views and values is edu-

cationally sound because:

- it provides numerous opportunities to satisfy all children's natural curiosity and eagerness to learn
- it assists in reducing stereotyping and bias that might stem from the home and carry over into the school environment
- it provides a means of facilitating the personal growth of the individual child through acquiring information, contacts with people and experiences that differ from his or her own

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Cooperative projects such as block building construction provide opportunities to expand social interaction among children.

Children's racial/ethnic background and culture also impact on the manner in which the child learns concepts and information. For example, children with an African element in their native culture (i.e., Carribean and African-Americans) may differ in learning style from the Anglo-American child. Several researchers have noted that the traditional classroom is built, for the most part, around the Anglo-American cultural learning style which emphasizes the manipulation of objects such as books, listening stations, learning centers, programmed instruction and so forth, while some research indicates that children of African descent, depending upon socioeconomic status, parental background, geographic location and other factors may be more people-orientated and require more human interaction in the learning process.[7]

Other differences noted in African-Americans in particular include: 1) tendency to view things in their entirety and not in isolated parts; 2) preference for inferential reasoning rather than deductive or inductive reasoning; 3) tendency to approximate space, number and time instead of aiming for complete accuracy; 4) focus on people and their activities rather than objects; 5) possession of a keen sense of justice and quick perception of injustice; 6) tendency to prefer novelty, personal freedom and distinctiveness; 7) general tendency not to be "word" dependent, but proficient in nonverbal as well as verbal communication.[8]

Knowledge of these facts can be helpful in setting up a variety of instructional methodologies including the learning styles of children of different backgrounds within the classroom. It is important not to expect these differences in all children of a particular racial or cultural background, but to observe and note each child individually, attempting to incorporate and plan for their learning styles in the method of instruction.

[7] *Beginning Steps in Planning Schools For 3- and 4-Year-Old Children*, State Education Department, Bureau of Child Development and Parent Education, Albany, New York, 1967.

[8] Janice Hale, "Black Children: Their Roots, Culture, and Learning Styles," *Research in Review*, January 1981, pp. 37-50.

Suggestions for Enriching Instruction in a Multicultural Classroom

In aiming for improved instruction in the multicultural classroom, the teacher should be aware of the background, interests and general feelings that affect the child's ability to learn. The teacher's purpose should be to support and enrich the young child's interest in traits that are unique to his or her cultural heritage and to develop an awareness and acceptance of differences in others as well.

- the abilities and interests of all children should be considered in long- and short-range planning
- there should be flexibility in planning
- a variety of approaches should be used to encourage student participation

Some suggested approaches include:

A. Firsthand Experiences

1. Field trips to different communities (e.g., Chinatown, Little Italy).
2. Resource people, including family members and members of racial/ethnic groups in nontraditional roles.
3. Interest centers that provide experiences and contact with multicultural materials.

B. Use of a Variety of Instructional Materials

1. A variety of multiethnic children's books that are nonbiased and nonstereotyped and that portray culture.
2. Magazines that display different racial/ethnic groups in a nonbiased manner.
3. Teacher-made materials that recognize and deal with multicultural concerns.
4. Pupil-made materials that allow children to express their own cultural identity and those of others in the school community.
5. Supplementary multicultural materials for further interest and exposure at the child's leisure.

C. Use of a Variety of Audiovisual Materials

1. Films, slides and filmstrips of a multicultural nature.
2. Tape recorder for recording and sharing of children's personal experiences.
3. Record player, records and tapes for songs, poetry, storytelling, rhythms, history and literature from many cultural communities.
4. Pictures including self-portraits, lifestyles, famous people, photographs, prints of artwork depicting geographic and economic differences.
5. Displays including flannel, chalk and magnetic boards.

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Field trips provide meaningful and enriching educational experiences for children.

D. Creative Expression

1. Art
2. Music
3. Language
4. Dramatization of stories and situations
5. Choral reading
6. Fingerplays

These suggestions and areas of activity for enriching instruction should provide flexibility in meeting the needs of different learning styles and teaching methods in the multicultural classroom.

'Methods and Instructional Materials'[9]

Multicultural education reflecting the diversity of American society can become a part of the classroom in all programs for young children. The following four elements are essential to the development of an effective multicultural education program.

- teacher sensitivity to and knowledge of cultural diversity
- meaningful curriculum activities and experiences
- carefully selected instructional materials
- appropriate instructional resources

I. METHODS

Implementing multicultural education requires planning and organizing activities so that new information and concepts of culture can be presented to children as catalysts for positive attitude formation.

Banks (1979) presents four models of curriculum development in multicultural education. The *Anglo-American Model* is one where experiences are presented from the sole perspective of Anglo-Americans. The *Ethnic Additive Model* adds ethnic content, including Black Studies and units on other ethnic groups, to the first model. Experiences provided with the *Multiethnic Model* focus on the study of historical and social events from many ethnic perspectives. Finally, curriculum experiences in the *Ethnonational Model* reflect a multinational perspective.

The Anglo-American Model, which still exists in some classrooms, is educationally inappropriate in a culturally diverse society. This model may include stereotyped activi-

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The ability to see and appreciate others' perspectives is an important skill in understanding and relating to different cultural groups.

ties that only help to reinforce negative perceptions of cultural differences. Teachers who wish to change their curriculum usually move first to the Ethnic Additive Model. This model may include curriculum units on intergroup education that focus on Native-American life through such activities as making headdresses, tomahawks and teepees at Thanksgiving time or on Mexican culture through making pinatas and serapes. Children can also cook and taste foods of cultural groups. These are all beneficial activities. However, once cultural groups have been introduced, they are often ignored for the remainder of the year as teachers feel they have demonstrated sufficient attention to cultural diversity.

Additive approaches that emphasize a single culture are acceptable only 1) when the focus on that culture is not limited to those groups represented in the classroom and 2) when plans are made to use the Multiethnic Model within a short time. The study of single cultures often helps teachers to become more knowledgeable about the history, customs, and contributions of cultural groups. They are then more able to plan meaningful experiences for children.

Activities that help children understand the humanness of each individual are especially important in multicultural education. People throughout the world share the same biological and social needs. Values, customs and beliefs – culture – determine how those needs are met. The need for food and shelter is universal. For some people certain foods are more acceptable than others; housing needs may be met in a variety of ways. The perceptions of all children are broadened when they are helped to realize that humans are more alike than different and that cultural differences accommodate the same needs.

When presented in a positive manner, explorations of the ways people differ can promote acceptance of diversity. For example, children can make collages and self-portraits, discuss shared and contrasting interests and explore variety in the world. When culturally defined practices for satisfying human needs are presented positively the child from a cultural minority group can develop and maintain cultural identity with pride and the majority child can place her or his culture in context with others. In this way all children develop an understanding of and respect for diversity.

To prevent children from overgeneralizing about any culture, teachers may find it useful to use modifiers such as some, many, in some parts of the country or in some communities. Teachers should help children understand that, while the characteristics or concepts studied apply generally, they may not apply to each situation, person or group.

The most positive approach to multicultural education is one in which emphasis on a single culture is replaced by the multiethnic orientation using general instructional strategies. The integration of multicultural content into all subject areas presents one method of building a multicultural curriculum. Walsh (1981) suggests a procedure of having the teacher describe at least two activities for each subject or activity through which a multicultural dimension can be integrated.

Multicultural curriculum concepts that provide young children with new information about cultural groups can be effective in developing positive attitudes and modifying old ones. Teachers should use strategies based on the needs, interests, abilities and experiences of the learners.

II. Instructional Materials

Multicultural educational materials that support understanding and acceptance of diversity are far more available today than a decade ago, but they vary greatly in quality. Most are a vast improvement over initial attempts to provide culturally related educational materials. For instance, many books available earlier included illustrations in which colors were added to Anglo characters' features to represent non-Anglo Americans. More realistic illustrations are common today. Content also reflects more accurately the variety of life-styles and cultural patterns in society. Despite these changes, the problem of adequate and suitable instructional material is not completely solved. Materials for children, like those for adults, should not be selected solely because they have culturally related titles, captions or illustrations, or are authorized by members of a cultural group. All instructional materials must adequately serve a variety of sound educational purposes as well.

Guidelines for judging the appropriateness of instructional materials for multicultural education are important. Teachers should evaluate instructional aids for educational value, grade level appropriateness, interest to students involved, facility of use and technical quality. Instructional materials for multicultural programs must also be judged to determine whether they include obvious representation of the many cultures in society, provide accurate and reliable information about cultures and cultural groups, and present diversity as a positive fact of life.

Guidelines to judge the suitability of materials for multicultural education have been developed by a number of responsible individuals and organizations. Among guidelines that teachers will find helpful are those by Banks (1977) and Dunfee (1976). Other guidelines are available from the Council of Interracial Books for children, The Anti-Defamation League of B'nai B'rith, the American Association of Colleges for Teacher Education and the Social Science Education Consortium. (Addresses are listed at end of the guide). Most state departments of education provide evaluation criteria for judging bias-free instructional materials. *Fair Books: A Resource Guide*

1979 evaluates frequently used textbooks and other instructional materials.

Once guidelines for evaluating and selecting materials have been established, appropriate materials can be selected. No one kind of instructional material is best and suitable for every situation. However, teachers may find that a combination of material may prove helpful and effective. Carefully identified teaching strategies and diagnoses of children's needs seem to provide the best clues to the selection of materials. Pictures, posters, cultural artifacts, music, literature and cultural study kits can provide good resources for children. Materials developed by children and teachers are equally important in supporting the understanding of cultural diversity.

Annotated and recommended lists of instructional materials for multicultural programs are available from a number of sources including the National Association for the Advancement of Colored People and Integrated Education Association. Tiedt and Tiedt (1979) and Eric publications provide excellent listings of selected materials for multicultural education. These references include teacher and student awareness materials, anthologies, biographies, autobiographies and cross-subject instructional materials. Publications such as *Young Children*, *Instructor*, and *Early Years* often feature articles and activities that relate to multicultural education. Teachers must not overlook the usefulness of culturally related publications that send messages to children by their presence in the classroom and are helpful in developing special projects.

Multicultural Curriculum Development

A good multicultural curriculum provides opportunities for the child to acquire social skills, attitudes and knowledge through a well-planned curriculum. The child will learn a great deal about cross-cultural communication from the prevailing climate of interpersonal relations among staff and between teachers and parents. Parents of varied racial/ethnic backgrounds can make positive contributions to many curricular areas.

Information gained through approaches previously suggested can help the child define and clarify his or her thinking. It is important that, when planning objectives and activities, the teacher consider what beneficial materials and community resources exist outside the school. This procedure has proven to be fruitful when dealing with multicultural concerns because it provides opportunities for community leaders and/or organizations within the various racial/ethnic neighborhoods to participate in the school process. This involvement allows for the necessary connection of school and community, and for a "reality-based" curriculum in which the initial effort is concentrated on bringing to the classroom various facets of the child's cultural environment. The celebration of holidays and recognition of national heroes help to expand the child's understanding of the contributions made by each group to our society.

Most of the music and art experiences in the early childhood program are planned throughout all areas of the curriculum. Concepts and understandings can be enriched by having talented parents or friends of varied racial/ethnic backgrounds visit the classroom to perform and interact creatively with students. Art and music provide exciting experiences in helping children develop an appreciation for other cultures.

Dramatic play enables a child to assume various roles within the family or community by providing opportunities for speaking and listening. Play may reflect the child's family life, suggesting to the teacher valuable insights into the relationships that shape a pupil's early perceptions of the world. In a classroom with a diverse population the teacher's attention to these nonverbal messages will provide valuable insight as to the best method of helping children from a variety of cultures.

Introduction to nonbiased children's literature and poetry is an important aspect of the language program. Attitudes toward books and literature are developed at this level. Storytelling and fingerplays are generally favorites with preschoolers. The teacher and/or resource person from outside the classroom may tell or read stories of a multicultural nature. Although most preschoolers need discussion on a one-to-one basis, some may participate in small group discussions that provide opportunities for listening, for give and take, and for describing similar incidents and contributing relevant comments.

Math and science activities draw on mathematical ideas that help all children gain more realistic concepts of self in relation to others in the classroom. Math and science concepts can be integrated throughout the curriculum by focusing on stories of great inventors from different racial/ethnic groups, by focusing upon different perspectives of the element of time (i.e., American clock compared to the Ethiopian clock), by use of the globe or artifacts and objects to emphasize shapes, sizes and other features of various countries. This approach can be expanded to include multicultural activities in social studies and language arts.

[9] Taken from an article by Jeanne B. Morris, Classroom Methods and Materials published in *Understanding the Multicultural Experience in Early Childhood Education*, 1983.

Parental Involvement in a Multicultural Setting

Multicultural education is only as effective as the relationships between parents and staff. Parent involvement for all children is important during the early school years. Many times there are strong differences in terms of values and expectations for children's behavior, forms of discipline and customs. The specific differences may have much to do with the cultural and economic background of both parents and staff.

The staff has a responsibility to become familiar with the culture of the parents, to be open to their point of view, and be able to explain the school policies regarding any question. Agreement may occur in some instances and not in others. However, if there truly is respect and open communication, a degree of understanding should result. Multicultural education means being comfortable with differences as well as recognizing similarities. The key concept is mutual respect. It would be arrogant of staff to consistently regard parent opinions and feelings as inferior. Parental influence on children is always greater than that of the school. The focus of discussion should be on the child, not on who is right and who is wrong. The vast majority of parents have their children's interest at heart and will respect an honest, open discussion on school activities or policies which will ultimately benefit their children.

Concrete ways in which parents can contribute to the program include:

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Opportunities should be provided for parental involvement in different aspects of the child's educational program.

- helping to develop program goals and objectives
- helping to decide what themes and activities should be taught to the children
- helping to gather materials and resources for the curriculum
- participating in the classroom

Parent-teacher meetings and workshops planned and executed with the help of parent representatives are other means of furthering parent education and involvement. Individual parent-teacher conferences are important opportunities for parents and teachers to focus their attention on the child's progress and strength as well as problems he or she may be encountering.

An important part of parent-staff relations in a multicultural program is for parents themselves to share their cultural heritage with one another. Parents, as well as the children and staff, must become involved with learning to respect differences and observe similarities. Activities which might foster cross-cultural communication among parents include:

- multicultural potluck dinners
- workshops explaining the history, literature, music, art and other aspects of culture
- parent talent shows
- working together on committees to develop or purchase multicultural resource materials, and to examine policies and practices in regard to culture
- planning a weekend field trip to a holiday celebration such as the Japanese Spring Festival, Black History Month, etc.

The parents are the major source of the children's feelings toward themselves and other racial/ethnic groups, and they play an important role in making the educational experiences of each child a more cooperative and effective venture.

Implementation Strategies for Parental Involvement

Effective communication with parents cannot be stressed enough as the most important step in parent involvement. When the benefits of their involvement are emphasized, parents feel that they are contributing to the school and are more likely to engage in the parent program activities. The following tips from Croft (1979) can be used to communicate to parents the teacher's desire to include them in their child's education and the need for their participation:

- Provide research information indicating the value of parent involvement.
- Express recognition and appreciation of even the smallest contribution. Praise parents and encourage them to try new tasks they may find enjoyable. Make general announcements about program needs but also ask individuals to do specific tasks in which they excel.
- Provide opportunities that allow parents to be "experts." Provide options so that parents can work at home or school at tasks they enjoy.
- Communicate positive comments about their children to parents by phone during times when they are at home or send "happy" notes home with the children.
- Convince parents that their children will benefit directly from their participation; use every

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Parental involvement has a favorable effect on the analytical and relational cognitive styles of children's development.

opportunity to build trust and open communications.

- Never criticize or correct parents in front of others.
- Interpret clearly the needs of the program and show parents how their involvement can be of real value.
- It is important to remember that expectations should be made clear regarding time commitments and duties. A sample set of guidelines can be developed by the teachers, possibly using suggestions from parents.

An effective way to specify tasks and instructions is to develop a file of activities for parents consisting of a set of activity packages, each with clear instructions on a card and the materials needed for the activity. Activity packages, filed in envelopes, can include matching games, instructions on how to set up the painting easel, directions on where the needed materials are kept, and other teaching procedures. The envelopes should be large enough to contain the instruction cards and a list of all needed materials. On the days that a parent is to be in the classroom, pull out the desired envelope, attach a list of the children who are to participate with the time and area designated, and present them to the parent or leave in a previously designated place.

Although teachers may not be part of an organized parent program, individual teachers can initiate efforts to involve parents by extending their own classroom activities. Parents are a teacher's most important resource in reinforcing what teachers want the children to learn, and the teacher's task is made easier when learning continues at home. Guidance from teachers, classroom observation and participation help parents develop the teaching skills needed to help their children learn.

Multicultural Activities

The following suggested multicultural activities are included as examples of how instructional activities can make explicit the multicultural dimensions of our society. The experiences are structured to bring out concepts, attitudes and skills which may be lacking in the core curriculum.

Many opportunities are provided for conceptual learning through the interdisciplinary approach which focuses on learning through feeling, seeing, touching, listening, manipulation and discussion.

Most of the activities can be used with children in preschool through grade two. However, it may be necessary to adjust and/or modify activities based on the interests, experiences and needs of the children. The proposed activities and resources are merely examples of learning experiences that early childhood teachers may provide for young children.

CONCEPT: ***SIMILARITIES AND DIFFERENCES***

Objective: **To develop a positive self-image and awareness of likenesses and differences.**

Activity: Development of a positive self-image may be reinforced by use of Indian, black, white, Hispanic and Asian dolls. As the child plays with a doll, not only will he or she obtain a more realistic self-image as a "father/mother," but will feel an identification with all fathers/mothers and all people in a very positive and acceptable way. The white child will also have an opportunity to know and "love" a doll of another color, in an atmosphere of love and acceptance.

Objective: **To show how each person is a "one-of-a-kind original."**

Activity: Have ready to distribute to children crayons and paper for each class member and choices for the following: eyes (big, small, blue, brown, gray, green), nose (big, round, long, short, narrow), mouth (small, wide).

Start this activity by asking, "Why don't all people look alike?" In the discussion the following points should be brought out. People come from different parts of the world; they belong to different races, and they all have different parents. End the discussion by passing out crayons and paper and saying, "Today we are going to find out how each of us is different." Have children choose different shapes to make their picture. Explain that some people are very different and others are only different in a few ways, but each person is different enough to be a "one-of-a-kind original." It should be explained to children that if everybody was the same, it might solve some problems but would also be quite boring. No two people in the world are exactly alike. Even identical twins have different fingerprints and different voice prints. When the faces are finished, let the children com-

pare their drawings. All drawings can be hung on the bulletin board under the heading, "The Original Me." For basic information the following resource may be useful: Shepard, Mary and Ray, *Vegetable Soup Activities* (1975).

Objective: **To show that people share more similarities than differences, yet differences help to enrich our lives.**

Activity: Have ready a large colorful multiethnic picture. The teacher may begin the activity by showing a large picture with different races of children on a playground. Discuss the picture with the children; point out similarities and differences of each child. The similarities may take the form of color of clothing, hair, sex and games they are playing. The differences may take the form of pigment of skin, eye features, hair and color. Have the children give a name to each child in the picture so that when talking about a particular child, he or she will have a name. See Tiedt, Pamela, Tiedt, Iris. M., *Multicultural Teaching: A Handbook of Activities, Information, and Resources* (1979).

Objective: **To be able to identify activities common to all people.**

Activity: With the use of pictures, films and other media, show various racial/ethnic groups of people in the child's immediate environment at play, at work, traveling, caring, wearing clothing, enjoying recreation and playing with other children. It should be explained that all racial/ethnic groups enjoy and take part in some of the same kinds of activities. Each student should cut pictures from magazines depicting people participating in various activities. The teacher might have a story hour of multicultural literature for examination of the similarity and difference of the character's activities. See *Books for Today's Children: An Annotated Bibliography of Non-Stereotyped Picture Books* (1979) and *An Experience in Human Relations for Children* (1981), distributed by the Anti-Defamation League of B'nai B'rith.

Objective: **To help children understand that there are different languages that convey the same meaning.**

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Special classroom projects provide children the opportunity to share and exchange ideas, as well as develop an appreciation of their own ability, and that of their peers.

Activity: The teacher will read the story of the official language of several countries (e.g., Spanish-Spain, Mexico, Central America, Cuba and Puerto Rico). Spanish is also widely spoken in Florida, the Southwest United States and many large cities in the east and midwest.

Children may tell of any experiences they have had in their homes or community with people speaking a different language. The teacher will ask the children if they would like to learn how to count in Spanish and show colorful cards with the following "numeras en Espanol" while children repeat after the teacher:

1. one – uno
2. two – dos
3. three – tres
4. four – cuatro
5. five – cinco

Children may be asked to draw *uno* ball, *dos* kites, *tres* apples, *cuatro* trees and *cinco* cats.

This activity can also be extended to include counting in other languages (e.g., Swahili, Japanese and French). See Ethnic Cultural Heritage, *Rainbow Activities*, 1975 and *US A Cultural Mosaic, Teacher Handbook for a Primary Grade Multidiscipline, Multicultural Program* (1975), distributed by the Anti-Defamation League of B'nai B'rith.

Objective: **To learn the need for a variety of ways of communicating.**

Activity: Discuss the different means of communication among groups, emphasizing the commonality of people interacting with one another. Have children cut pictures from magazines to make a mural of examples of communicating with others (both verbal and nonverbal). Discuss four general means of communication: written, oral–(tape recorders, phones); nonverbal–Indian sign language, facial expression, African drum language; Morse Code; and sign language. Encourage children to demonstrate customs of other cultures through role-playing. Have representative resource people report to the class using artifacts and audiovisual aids. To enhance nonverbal communication, have children communicate with each other without speaking. See Nine Curt, Judith C. *Nonverbal Communication* (1976) as a resource.

Objective: **To learn the ways in which different people observe and celebrate holidays.**

Activity: Holidays provide a wonderful and natural way to introduce children to the concept of the pluralistic nature of our society. Celebration of Amie de Mayo, Columbus Day, Martin Luther King Day, Malcolm X Day, as well as Indian Day and Copernicus Day, etc. may supplement the normal emphasis given to understanding racial/ethnic groups throughout the total curriculum.

Discuss holy days celebrated around the world, (e.g., Kwanza, Hanukkah) and allow children to perform the rituals associated with each celebration. Through such celebrations, the children begin to become aware of their national heritage and why these holidays were established. Parents may prepare food, assist the children in creating decorations, and teach the children songs and dances. Stories and films may also be used to show how different people celebrate holidays. See Madhubuti, Safisha L., *The Story of Kwanza* (1977); Banks, James, *Teaching Strategies for Ethnic Studies* (1979); *U.S.: A Cultural Mosaic, Teacher Handbook for a Primary Grade Multidiscipline, Multicultural Program* (1975); Smith, Gary and Otero, George, *Teaching About Ethnic Heritage* (1977).

CONCEPT: *LISTENING AND SPEAKING*

Objective: **To develop listening and speaking skills through the use of multicultural literature.**

Activity: Puppetry and choral reading can help to put children, who are hesitant or afraid, at ease. Puppets can speak for students if they are too shy to speak for themselves. In choral speaking everyone can take part so no child feels that he or she is left out. Young children might enjoy listening to "Honey I Love" by Eloise Greenfield, "The Everett Anderson Series" by Lucille Clifton, Paul Lawrence Dunbar's "Dawn," or David W. Cannon's "Pigment." There are many poems written by black poets especially for young children. Anthologies of children's writings such as "The Me Nobody Knows," edited by Stephen M. Joseph, provides material which young and old alike enjoy. Children can express themselves by illustrating their feelings through drawings, by moving to the music, and still be exposed to a variety of multicultural concepts. For additional resources see *The Black Experience in Children's Books*, (1979), and Grant, Gloria. *In Praise of Diversity: Multicultural Classroom Applications* (1977).

Objective: **To listen and respond to music of several cultures.**

Activity: Music and rhythms may not only be used for developing auditory discrimination skills, but may provide excellent opportunities to note the contributions of various cultures to music. Children may be introduced to the instruments used to accompany the song and dance. Stories about ethnic composers and musicians may be used as a part of the story hour. Pictures of performing artists may adorn the room. With the popularity of children's educational television programs such as Sesame Street, children can learn from the records produced by this show. You may wish to use the record from Sesame Street which deals with differences, prejudices and self-esteem. The teacher can have children listen to songs with different rhythms. Discuss the influence that rhythms of different cultures have had on contemporary American music and musicians. Over a period of time, distinctive Mexican, Puerto Rican, Indian, African, Western and other appropriate

music of different cultures can be introduced. Have children make musical instruments from several cultures using coffee cans, salt or cigar boxes. Invite parents or others to demonstrate a variety of instruments. For basic information the following resources may be helpful: Hobson, Charles and Moody, Charles, *From Jumpstreet: A Story of Black Music*, (1980); other information and songs from Folkway Records.

Objective: **To develop in children an understanding and appreciation of literature representative of different racial/ethnic groups.**

Activity: It is common for children to be familiar with and to be read stories that only reflect the white American or European cultures rather than those that represent a multicultural perspective. Because literature can influence and develop children's attitudes with respect to people, it is important to introduce students to literature that has been a part of this nation's literary tradition.

A multicultural reading center should be established in the classroom. The teacher should have several multicultural literary works available for children to browse through. The teacher should regularly select a book and read the entire book, or selections, aloud to motivate interest and provide learning experiences. A discussion of the different characters, their activities and environment can be helpful in developing children's acceptance of differences in people, customs and cultures. See *Multicultural Resources: Black, Spanish-Speaking, Asian American, Native American, Pacific Island Cultures* (1978) and *Teaching Strategies for Ethnic Studies* (ED 152-394) for literature on different racial/ethnic groups.

CONCEPT: ***FAMILY***

Objective: **To help students understand the various definitions people around the world have when referring to family.**

Activity: Too often the family is defined, either directly or indirectly, in terms of a father, a mother and children. It is important for students to realize that the term "family" has a variety of meanings, and the structure and roles of the family within and among different cultures vary.

Students should discuss their families in terms of the family members. The names of each child's family members could be written on the board by the teacher. Students can draw pictures of their families.

The following possibilities may surface while teacher and children discuss the family:

- nuclear family (parents and children)
- extended family (including other family members)
- single-parent family (one parent)
- families without children (two adults)
- no-parent family (child lives with another relative, with a guardian, or with another adult in foster home)

Explain that many families in other cultures may follow the extended family concept. The teacher should incorporate science into the study of families, focusing on plant and animal families. After reaching the understanding that there are many definitions for family and that family members can assume different roles in different cultural groups, students can further participate by cutting pictures from magazines and placing them in individual booklets. See *Ebony Jr.*, *National Geographic*, and other popular magazines; for additional activities see *Individual Differences: An Experience in Human Relations for Children* (1981), distributed by the Anti-Defamation League of B'nai B'rith.

Objective: **The child will be able to describe similarities and differences in family structure.**

Activity: It is important to develop the concept that all families will not have a mother and father and some children will be members of families with no mother or father. Children should be aware of the fact that family groups differ. A family may be defined simply as a group of people who live together and share many experiences. A family may also be two people.

Use a bulletin board with the caption "A Family Is ..." as a springboard to a discussion about the purpose of family. Discuss with children questions such as:

- What living things live in families?
- Why do some animals live in families?
- Why do people live in families?

- What are some things that your family does as a group?
- What are some things that members of your family do individually?

Discuss possible endings for the caption on the bulletin board. Draw a picture showing why we have families. (A family is to help each other, to care for each other, to play together, to learn from each other.) See Grant, Gloria. *In Praise of Diversity: Multicultural Classroom Applications* (1977) and Schniedewind, Nancy; Davidson, Ellen, *Open Minds to Equality* (1983).

CONCEPT: ***CULTURAL PLURALISM***

Objective: **To help the child understand and become familiar with foods as an example of cultural diversity.**

Activity: Foods eaten in the United States reflect the diversity of its people. Many foods have their origins in distinct cultural traditions. Therefore, an exploration of the origins of different foods can provide insight into the particular cultural groups represented.

The teacher can set up a food testing fair with the children contributing food that is reflective of their backgrounds. Ask parents to send a descriptive note explaining the food. Through discussion it should be stressed to students that they are guests, and we all have different tastes. No one is expected to like everything, but encourage each child to try every food. See *Vegetable Soup I and II* (1975) for ethnic dishes and their use in introducing pluralistic concepts. For additional information see Schniedewind, Nancy; Davidson, Ellen, *Open Minds to Equality* (1983).

Objective: **To help children understand how environment influences the way people speak.**

Activity: Why doesn't everyone speak the way I do? This may be a question asked by many children.

Have ready a tape recorder to record each child's voice. Ask each student to come up to the tape recorder and ask, "Why doesn't everyone speak the way I do?" When everyone has recorded the question, begin the discussion by asking, "How do people learn to talk?" The point should be that children learn from their families, and since we all have different families and friends who come from different parts of the world, we all grew up talking differently.

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Children enjoy sharing their cultural experience by feasting on foods from different ethnic groups.

Explain that it's only natural that people sometimes sound funny to each other. Sometimes we even sound funny to ourselves. Play the recording of the class voices. When the tape is finished, explain how there is no one right way to speak. The important thing is to learn to use words well so that we make our thoughts clear to others. See *Vegetable Soup Activities* (1975). Schniedewind, Nancy; Davidson, Ellen, *Open Minds to Equality* (1983).

Objective: **To help pupils discover the origin of some favorite games played in slightly different versions.**

Activity: The teacher may ask the children to identify some of the following games they have played. He or she may explain that El Gato, El Raton (Cat and Mouse) hopscotch, trick the dancer and hand jive are among some of the popular games played by different cultural groups, but few children actually know where they come from. Explain the origin of these four games and have the children participate.

EL GATO EL RATON (Cat and Mouse)

This is a Puerto Rican game that is played by many children who have never had Puerto

Rican friends. It is also called cat and mouse.

What's needed:

Enough children to form a large circle.

To play:

One child stays inside the circle to hide (the mouse).

One child stays outside the circle (the cat).

The children in the circle hold hands and move around.

The cat moves in the opposite direction until he or she finds two hands he thinks he can break through to get the mouse.

The mouse runs in and out of the circle to escape the cat.

Children in the circle keep their hands clasped tightly to try to keep the cat away from the mouse.

If the cat catches the mouse, two other children are chosen to play the parts until everyone has a turn.

HOPSCOTCH

Hopscotch is a favorite game of many children. It can be played in a variety of ways. This version is played by Chinese-American children.

What's needed:

tape, chalk or a stick
sidewalk, play yard or ground
pebbles, stones or bottle caps for markers
two or more players

To play:

The teacher may draw a pattern with ten squares using chalk, a stick or tape on a fairly smooth surface.

Number the squares from one to ten.

At the beginning, all markers are put on the first square. Play begins when the first player hops on one foot in each of the squares beginning with square number two.

The player continues doing this until he or she misses by stepping on a line or falling. If the player reaches ten without missing, he or she then chooses a square for her or his private house and marks it. No one else can step in that square except that player. The player with the most private houses wins the game.

HAND JIVE

This African-American dance game can be fun when there is no one else around except you and a friend. If you are waiting for something important to happen and you feel tense and overly excited, doing the hand jive will probably cure your jitters.

What's needed:

You and a friend.

To play:

Decide who will start the action. That person chooses the rhythm and does the hand actions.

Some actions are: snapping fingers, clapping hands, waving hands and arms in the air, and shaking fingers.

The other player repeats the same actions.

One can stop and let the partner think of some crazy hand jives to do.

Here is a rhyme you can use:

Shake your fist like you're looking for a fight.
Now hug yourself because you did it right!
Grab your elbow to make sure it's there.
Now grab the other one, just to be fair!
You did that hand jive right again -so hug yourself like a long-lost friend!
Oo-ee, Oo-ee.
Hand jive is good for me!

TRICK THE DANCER

Trick the Dancer is a game the Ewakuitt Indian children of the great Northwest like to play. Many children can play this game at the same time.

What's needed:

A drum and drummer
Many players

To play:

The drummer plays while the players move in a circle to the beat.

The drummer plays faster and faster.

Suddenly the drum stops and everyone must freeze in position. Anyone who moves, twitches or slips is out.

Each time the drummer stops someone is caught until at last there is only one player and that player is the winner.

Objective: **To show that many words in the American language have been borrowed from other cultures.**

Activitiy: Begin this activity by discussing the concept of loan words. You may want to ask the following questions: When you lend a friend a dime, what are you doing? When your mother loans the woman next door a cup of flour, what is she doing? Then ask, what are some other things that can be loaned? When children have given ten or more items ask, "Can words be loaned?" Allow enough time to discuss how words can be loaned and borrowed. Then say, "Guess from whom Americans borrowed the following words":

CHINESE AMERICANS	AFRICAN AMERICANS
tea	cola
silk	jam
ketchup	chimpanzee
SPANISH AMERICANS	**MEXICAN AMERICANS**
domino	sombrero
cigar	rodeo
banana	bronco
guitar	
parade	

You may want to say the following: "America is a nation of many parts. Each part is different, each beautiful. Our people come from nearly every culture. The language we speak, while mainly English, is filled with words loaned to us from a dozen different tongues."

The next time you say zebra or avocado, or tea, or bronco, you are not only speaking American, but African, native American, Chinese, and Mexican-American words as well. See Shepard, Mary and Ray, Vegetable Soup Activities (1975) and *In Praise of Diversity: Multicultural Classroom Applications* (1977) for additional information.

Objective: **To help children understand and discover objects that are typical of different cultures.**

Activity: The teacher may want to begin this activity by hanging pictures of various objects on the bulletin board representative of other countries and/or cultures. Since all children are familiar with homes, the teacher may begin by discussing some of the homes people have lived in such as:

Native Americans – teepees, wigwams, adobes

Early settlers in the Midwest – sod houses

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Each child's cultural racial/ethnic identity can easily be incorporated into classroom activities.

Africans – huts

Chinese – houseboats

Eskimos – igloos

Expand the discussion to include other objects and articles typical of different cultures including:

Africans – shields, purses for carrying money, masks, woodcarvings, drums and thumb piano

Native Americans – canoes, moccasins, bow and arrows, jewelry

South America – maracas and finger cymbals, masks and costumes using Chinese, African and South American examples.

Integrate sign language and borrowed words from other cultures to make it broader in scope. As a followup, plan a trip to the museum to see original articles and objects. See: Shepard, Mary and Sue *Vegetable Soup Activities* (1975) and *Rainbow Activities* (1975).

CONCEPT: ***SELF-ESTEEM***

Objective: **To develop a stronger and more positive self-image in each child.**

Activity: No pictures will stimulate conversation like pictures of ourselves. When shadow silhouettes are projected on the screen with an opaque projector or mounted on a chart, children will begin to talk not only about themselves, but about their families, friends, neighbors and neighborhoods. Family pic-

tures from travel excursions, family gatherings and people in the community are excellent stimuli for discussion of racial/ethnic groups. Pictures of the children may be taken by older junior and senior high school students from a photography class, or the children can bring some photographs from home for classroom use. See *Multicultural Resources: Black, Spanish-Speaking, Asian American, Native American, Pacific Island Cultures,* (1978) for resources, and Smith, Mary and Otero, George. *Teaching About Cultural Awareness* (1977).

CONCEPT: ***SETS***

Objective: **To recognize sets of objects and determine how many objects are in the set.**

Activity: Children will become more interested in math when the teacher introduces concepts which allow them to use manipulative materials that are familiar to their backgrounds or are novelty items. The teacher can show pictures of objects depicting several cultures. Ask the children to place these objects into similar sets and count how many are in the set. These sets could include musical instruments, clothing, utensils and tools from different cultures. Discuss why different cultures utilize different eating utensils (forks, chopsticks, fingers), types of clothing (kimono, caftan), and musical instruments (maracas, violin, African drums), in relation to climate and culture. The children could then make a bulletin board of sets of different objects, identifying each set with the appropriate numbers. Appropriate pictures can be found in fine arts books, *National Geographic, Life* and *Ebony* (old library copies) as well as other current popular magazines. Also see Lee, Nancy. *Hands on Heritage: An Experimental Approach to Multicultural Education* (1978) and Ethnic Cultural Heritage Program, *Rainbow Activities* (1975) for ideas and information.

Objective: **To help pupils understand that race is one way of grouping people, and that no one race is better than another.**

Activity: Explain that in the past scientists have made attempts to group people according to shade of skin, color, kind of hair, shape of face and other physical characteristics. This idea of grouping has been called race, but scientists have never agreed on how many such groups or races exist. Although it is sometimes useful to group people or to categorize them into races, it must always be remembered that no one group or race is any better than any other.

Have ready: triangles, squares, circles and rectangles cut from construction paper. For each geometric shape use red, blue, yellow, green and orange paper, and cut out three sizes of each of approximately 6-, 3- and 1-inch figures. Begin this activity by asking the class, "What does it take to be a human being?" Write down the answers such as legs, eyes, arms, feet and so on. Then ask, "What are some of the ways in which humans can be grouped?" Some examples are, by family, country of birth, hair color, neighborhood, size and shade of skin color. The purpose of this activity is to show how one person fits into many different groups.

Divide the class into small groups and give each group a variety of geometric shapes of different sizes and colors. Ask them to create a shape from their own groups. Undoubtedly, some of the groups will arrange the shapes by colors, others by size and still others by geometric shape. This activity will demonstrate how various shapes, like people, share many of the same qualities. For additional information, see Shepard, Mary and Ray. *Vegetable Soup Activities* (1975). Grant, Gloria. *In Praise of Diversity: Multicultural Classroom Application* (1977).

CONCEPT: ***OBSERVATION***

Objective: **To identify and observe.**

Activity: Although children in preschool do not study biographies, except through celebrating some holidays, interesting concepts can be woven into science lessons as they occur. Discuss George Washington Carver's contribution to science and the use of peanuts. The story of George Washington Carver can be told or read to the class (*George Washington Carver–The Peanut Man*). Teach the song "George Washington Carver." The class may have a George Washington Carver party and make and/or serve peanut butter on crackers. The teacher will bring in raw peanuts to plant in containers. With a globe, point out places

in the world where peanuts grow, (i.e., China, India, United States). Discuss the hot, wet climate common to all of these countries. The children will observe, handle, taste and plant the peanuts. Students will observe and record the growth of the plant by drawing the different stages. See Grant, Gloria. *In Praise of Diversity: Multicultural Classroom Applications* (1977) for additional activities.

CONCEPT: ***TIME AND DISTANCE***

Objective: **To help the child become familiar with the concept of "time" and its many meanings in different settings.**

Activity: An awareness of time is developed through discussion, using such terms as "time to clean up," "time to go home," "time for a morning snack." Read the story of Benjamin Banneker, a black man who made the first striking clock in America. Display an Ethiopian clock comparing time in Ethiopia and in America. In Ethiopia, the first hour of the day is called 1 o'clock (7 o'clock in America), the second hour of their day is called 2 o'clock (8 o'clock in America), and so on. Teach the song about Benjamin Banneker when introducing or reinforcing concepts and understandings about the reckoning of time. See Clark, Margaret Goff, *Benjamin Banneker: Astronomer and Scientist*, (1971) and also New York State Education Department, *The What and How of Teaching Afro-American Culture and History in the Elementary Schools* (1972) Tiedt, Pamela, Tiedt, Iris. *Multicultural Teaching: A Handbook of Activities, Information and Resources* (1979).

CONCEPT: ***CREATIVE EXPRESSION***

Objective: **To express oneself through creative dance and drama.**

Activity: Drama and dance help to establish spatial concepts. People of most racial/ethnic groups have their own special music and dances for special occasions and purposes. The teacher may use a wide variety of music to explore musical forms representative of different racial/ethnic groups and of different time periods. Discuss the meaning of special musical celebrations within each culture. Play music and teach dances from cultural groups represented among the children's backgrounds. Invite parents to help provide costumes for the dances and demonstrate dances. Provide distinctive Mexican, Puerto Rican, Indian, African and other ethnic music. See Levine, Toby H. *From Jumpstreet* (1981) for information on various ethnic dances and their meanings for different cultures.

CONCEPT: ***VALUES***

Objective: **To convey the idea of many cultures and develop an appreciation of them.**

Activity: The teacher will draw a tree with five large limbs representing people of different colors (red, white, yellow, brown, black), explaining that the tree is somewhat like a "family tree" that will demonstrate how we enrich our lives by acknowledging contributions from many cultures. These contributions will be written on the leaves and will be attached to the proper branch. (Control of acceptable items for the leaves is left up to the discretion of the teacher.) Introduce limited subject area (e.g., music, music composers, singers). Encourage children to keep the tree "healthy" by making sure each branch has many leaves. The tree will "grow" as people from various ethnic communities visit the classroom and speak on a subject or share a particular activity. See Shepard, Mary and Ray. *Vegetable Soup Activities* (1975) and Grant, Gloria. *In Praise of Diversity: Multicultural Classroom Applications* (1977).

Objective: **To learn the value of not making prejudgments.**

Activity: The teacher will begin the discussion with the definition of prejudice and follow with an example. Example: Once there was a girl named Alice who didn't like green beans. She didn't know why she didn't like them. Alice was prejudiced against green beans although she had never even tasted them. So, she built a wall around green beans and shut them out of her life for no reason. As Alice grew older, her dislike for green beans grew and grew. Pretty soon she began to dislike all green foods, even lime sherbet. Of course, Alice's prejudice against green foods did not hurt them, as they have no feelings.

Continue the discussion relating the prejudice toward green foods to the prejudice toward groups of people. Point out in the dis-

cussion that Alice missed out on a lot of good green foods she may have liked by her prejudice against all green foods. People like Alice who do not give themselves the opportunity to really know people of all colors, avoiding them for no reason, build up prejudices in the same manner and miss out on a lot of friendships. Prejudice towards people hurts them, as all people have feelings. See Ethnic Cultural Heritage Program, *Rainbow Activities*, (1975). Schniedewind, Nancy; Davidson, Ellen. *Open Minds to Equality* (1983).

CONCEPT: ***NONVERBAL COMMUNICATION***

Objective: **To help children understand how they can extend warm feelings and friendship nonverbally to children of different backgrounds.**

Activity: The teacher will pantomime simple messages asking children to use clues (i.e., Please give me a drink of water.) When the children understand the process, he/she will explain that pantomime can serve as a means of communication. Children from the group will pantomime messages whispered to them by the teacher (i.e., I need a pencil.)

The teacher will explain how children that are new to their school and particularly the non-English-speaking child often feel uncomfortable. Children should now understand how easily one can communicate with body language and can communicate a warm feeling by a smile or a touch. As a follow-up activity, role play several situations that would help a new student, a non-English-speaking student and/or a student of a different racial/ethnic background feel welcome. Remind the children that this initial interaction could lead to a rewarding friendship in cross-cultural sharing. See Ethnic Cultural Program, *Rainbow Activities* (1975) Tiedt, Pamela, Tiedt, Iris. *Multicultural Teaching: A Handbook of Activities, Information and Resources* (1979).

Objective: **To create the awareness that nonverbal communication is important and has different meanings in various cultures.**

Activity: The teacher may begin this activity by telling the children that we sometimes communicate without speaking words, and that certain gestures and other nonverbal ways of communication sometimes suggest different meanings in certain cultures. Play a game with the children through role-playing certain gestures common to those of Latin background.

1. **Nose Wiggling and Pointing With Lips**
   Wiggling of nose with or without wrinkling of forehead; looking at person you are communicating with straight in the eye
   Meaning: "What did you say?" "What is the matter?" "What is going on?"

2. **Finger Movements**
   Pointing with finger
   Meaning: "that one." "Those." "May I have some of that, please?"

3. **Hand Movements**
   Moving hand at waistline towards the outside with sharp movements from the waist
   Meaning: "What is it?" "What's that all about?" "What's happened?" "What do you mean by this?"

4. **Shoulder Movements**
   Shoulders shrugged high and held there; mouth corners drop as head tilts to side
   Meaning: "I don't know. Search me!"

5. **Head Movements**
   One nod, while looking at a person
   Meaning: "Come in."

6. **Facial Expressions**
   A smile, big eyes, forehead up
   Meaning: "Yes? What can I do for you?"

For additional information see, Nine Curt, Judith C. *Nonverbal Communication* (1976).

Note: In the Multicultural Resource List we have included resources to be used with children as well as informational resources. To further attempt to effectively promote multicultural concepts at the early childhood level, the concepts of national origin, sex, race, immigration, language differences, the process of learning a second language and bilingualism may be used as topics for follow-up activities.

Program Evaluation

An evaluation of a multicultural program in early childhood education must be flexible in order to measure success. Multicultural education is a relatively new concept, especially for preschool children. Therefore, an ongoing evaluation must take place on several levels:

a. activity evaluation
b. unit evaluation
c. program evaluation

I. ACTIVITY EVALUATION

Evaluation should be part of each activity. It should be included in each lesson plan. Evaluation may be very simple; e.g., the children can be asked to name three pictures of workers and tell what they do. Spend a week having each child make a booklet on his or her parents' jobs. Ask children to tell the class what kind of work their parents do and explain what kinds of tasks they are expected to accomplish. If the activity involves a specific skill such as small motor coordination (cutting out a picture), their ability to accomplish the task would be the method of evaluation.

The use of anecdotal records can serve as a useful tool in determining how the intergroup concepts have affected pupil behaviors, perceptions and attitudes. As the program is improved, and real changes are seen in children's attitudes and knowledge of their own and other cultures, all participants will feel a true sense of achievement.

A comprehensive evaluation should include all three components. Throughout all phases of implementation, evaluation must be an integral and ongoing process, ensuring greater flexibility and attention to the needs of a changing population. The evaluation process should provide important clues to areas and activities in which change is needed, as well as the direction of the required change. This is when commitment to multicultural education will be rewarded.

II. UNIT EVALUATION

Testing preschoolers cannot be done with written exams! It is the responsibility of the staff to devise creative testing techniques. Lotto games which match workers with tools they use could test whether children know the names of different types of workers and their tools. After reading the story of Cesar Chavez to the children, the teacher may show pictures of Cesar and ask his name and how he helped the farm workers. They could be asked to act out different types of work so the other children can guess. As much as possible, "tests" for preschoolers should be in the form of games and activities where the teacher can observe what information a child has retained. Children should never be scolded for not knowing information.

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Learning is a process which is continuous and not restricted to particular times or locations.

If the children have not retained information, the staff must reexamine the goals and objectives to see if they were realistic and appropriate and examine the methods used to teach the material. Each unit should be modified based on the real experiences of the staff and children.

III. PROGRAM EVALUATION

Program evaluation includes examination of the success of the program in meeting its overall goals and objectives, the program structure and schedule, use of community resources, teaching strategies and parent-staff relations. Teachers and administrators should consider the formal and informal curriculum within the class and school climate.

1. Goals

Many of the goals of a multicultural program, such as changes in the attitudes of children toward themselves and others, are extremely hard to measure. The staff must be creative in trying to evaluate such goals. Teaching methods and materials should accommodate the learning styles of the racial/ethnic groups that are represented. Some possible ways of looking at children's attitudes include:

a. How do children react to unfamiliar materials from another culture such as clothes, housing, transportation? Do they have an automatic negative response? Are they curious? Are they interested?

b. Do the children use derogatory remarks towards their own ethnic group or towards other groups?

c. How do children respond to physical differences in color, hair texture, shape of eyes, etc.?

d. Are children helpful to each other? Do they feel comfortable trying new activities? Do they feel comfortable using or hearing language other than English?

Staff members should analyze the changes, if any, which are occurring as a result of using a multicultural curriculum. If no change is perceived, the staff must examine the possible causes. How do staff members relate to each other and with parents? How are unfamiliar materials introduced? Is the staff comfortable discussing racial differences? These, and many other questions, need to be discussed and new techniques developed in order to meet program goals.

2. Schedule and Structure

The daily schedule and curriculum structure should be examined. Is the theme and learning center approach working? Are the activities too long or too short? Is there a good balance between open-ended activities and structured activities, quiet activities and active play? What materials are lacking? Are the needs of individual children being met? Based on a discussion of such questions, the staff should modify the program where necessary.

3. Teaching Methods

An important aspect of program evaluation is examining teaching methods. Do the children find the methods boring? Is there enough variety or is there more need for repetition? Teaching methods are truly the crux of a successful program. If the children are bored, the content of the program will be lost and no objectives achieved.

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The use of local resources helps children develop more flexible and realistic expectations of community members and women in varied occupations.

4. Community Resources

Use of community resources must be evaluated. Were the children prepared for visitors or field trips? Were there follow-through activities? What did the children remember from the special presentations and field trips? Did these activities enhance the curriculum? Were they too advanced for the children? Each special presentation and field trip should be evaluated so that it can be rescheduled for the next year or discarded if it was unsuccessful.

5. Parent Participation

Parent participation should be discussed. Were parents asked to give input into the curriculum? Did they help with materials and resources? Were their suggestions accepted and used in the program? Were they directly involved in program activities?

Multicultural Early Childhood Education: A Teacher Challenge

The design and implementation of an early childhood multicultural curriculum rests, in large part, with the attitudes, skills and knowledge of the teacher. An initial step is for teachers to become aware of their own cultural backgrounds, their relationships with the larger society and their attitudes toward other people. This process requires a great deal of honesty and is often painful. However, it is important that we all recognize our biases, limited knowledge and experiences with people who are different. It is tempting to deny our prejudices and to claim that we find all children equally appealing.

Many teachers, in their efforts to minimize differences, maintain that children are all alike. While such comments emerge from genuine intentions to be fair and impartial in their perceptions and their relationships with children, they also reflect a naivete about the power and effects of social attitudes and conditions. As teachers, we need to accept the fact that we, like our young charges, have inevitably been influenced by the stereotypes and the one-sided view of society that prevails in the schools and in written and visual materials. The teacher restricts good classroom experiences when he or she makes no attempt to learn about the diverse cultures of the children or incorporate that richness into the classroom setting.

The teacher should be cautious not to generalize or classify all children nor stereotype children according to race, national origin or socioeconomic status. It should be kept in mind that each child is unique based on geographic location, educational background, socioeconomic level and other relevant factors. In a classroom of children from diverse backgrounds, the primary goal might be to help the children understand the extent of their similarities and the nature of some of their differences.

As teachers constantly assess and address children's social skills, emotional stability and cognitive abilities, so should they consider children's cultural identities and attitudes. The effective teacher will incorporate language skills, problem-solving abilities and social experiences into all activities. Likewise, teachers can seize opportunities to foster awareness of the immediate and broader social world. In addition to incidental teaching moments, all aspects of the planned curriculum can incorporate a multicultural perspective. Decisions made by the teacher concerning materials, program structure, the role of parents and the selection of curriculum reflect attitudes toward different cultures.

While many of the activities described may be used as resources for information, each educational program should be designed to fit the backgrounds, awareness levels and attitudes of the particular groups of children in each class. Teachers should not be led to believe that multicultural education is an appendage to the existing curriculum. Multicultural education embodies a perspective that is reflected in a given curriculum.

This multicultural early childhood resource guide should serve as a challenging tool for implementing multicultural activities into the classroom curriculum. We must accept the challenge and keep in mind that the early years of a child's life are crucial; what a child will or can become and the manner in which he will deal with learning and with life itself is directly influenced by the quality of his early childhood experiences. The challenge is both overwhelming as well as rewarding in terms of the human satisfaction gained by the individual teacher in a multicultural setting.

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The design and implementation of multicultural education rests, in large part, with the attitudes, skills and knowledge of the teacher.

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Cheyney, Arnold B. *TEACHING CHILDREN OF DIFFERENT CULTURES IN THE CLASSROOM: A LANGUAGE APPROACH*. Columbus, Ohio: Charles C. Merrill Publishing Co., 1976.
This book discusses children of different cultures and how to best instruct them.

Clark, Margaret M. and Others. *EARLY EDUCATION OF CHILDREN WITH COMMUNICATION PROBLEMS: PARTICULARLY THOSE FROM ETHNIC MINORITIES*. Birmingham, England: The University of Birmingham, 1985.
This report is based on an in-depth study of early education in five multicultural primary schools in England's West Midlands.

Cohen, Dorothy H. and Stern, Virginia. *RECORDING THE BEHAVIOR OF YOUNG CHILDREN*. New York: Teacher College Press, 1977.
Some guidelines to follow in recording and assessing children's behavior.

Cole, A. Haas, C. Hellen, E. and Weinberg, D. *CHILDREN ARE CHILDREN*. Boston: Little Brown, 1978.
Suggestions for promoting change and improvement in and among young children.

Cortes, Carlos. *UNDERSTANDING YOU AND THEM: TIPS FOR TEACHING ABOUT ETHNICITY*. Boulder, Colorado: Social Science Consortium, 1976.
Basic information on ethnicity. A "how to" book with plenty of examples and suggestions for improving intergroup relations in schools.

Croft, D.J. *PARENTS AND TEACHERS: A RESOURCE BOOK FOR HOME, SCHOOL AND COMMUNITY RELATIONS*. Belmont, CA: Wadsworth, 1979.
Discusses the importance of planning a suitable program that includes an assessment of needs and resources for a particular school and community.

Cryan, John R. and Surbeck, Elaine. *EARLY CHILDHOOD EDUCATION: FOUNDATION FOR LIFELONG LEARNING*. Bloomington, Indiana: Phi Delta Kappa, 1979.
Offers solidly based approaches to provide a new conception of the educational potential of young children.

Ethnic Cultural Heritage Program, *RAINBOW ACTIVITIES*. Seattle, Washington: Buzard Printing Inc., 1975.
Contains fifty human relations type activities focusing upon cultural pluralism, self-image, feelings and values.

Evans, E.D. *CONTEMPORARY INFLUENCES IN EARLY CHILDHOOD EDUCATION*, 2nd ed. New York: Holt, Rinehart and Winston, Inc., 1975.
Basic information on some practical influences in Early Childhood Education.

Fleming, B.M., Hamilton, D.S. and Hicks, J.D. *RESOURCES FOR CREATIVE TEACHING IN EARLY CHILDHOOD EDUCATION*. New York: Harcourt, Brace and Jovanovich, 1977.
Basic ideas on how to select multicultural resources for the young child.

Flores, Alfredo, Riley, R. and Tom, Mary. *THE WHY, WHAT AND HOW OF A BILINGUAL APPROACH FOR YOUNG CHILDREN*. Dallas, Texas: Regional Department of Health and Human Services, 1982.
This guide, in parallel English and Spanish volumes, provides information necessary for implementing bilingual/multicultural programs.

FROM JUMPSTREET: A STORY OF BLACK MUSIC, SECONDARY TEACHING GUIDE. Ann Arbor, Michigan: Program for Equal Educational Opportunity, School of Education. University of Michigan, 1983.
One of the few school curricular materials covering this area, which provides basic information that would be useful for any teacher of elementary and secondary students.

Garcia, Ricardo. *FOSTERING A PLURALISTIC SOCIETY THROUGH MULTI-ETHNIC EDUCATION*. Bloomington, Indiana: Phi Delta Kappa, 1976.
Deals directly with ethnic group similarities and differences and how to provide experiences and opportunities to understand their uniqueness in a pluralistic society.

_____. *LEARNING IN TWO LANGUAGES*. Bloomington, Ind.: Phi Delta Kappa, 1976.
A book on bilingual-bicultural education. Available in English and Spanish.

Gold, M.J., Grant, C.A. and Rivifin, H.N. *IN PRAISE OF DIVERSITY: A RESOURCE BOOK FOR MULTICULTURAL EDUCATION*. Washington, D.C.: Association of Teacher Education, 1977.
Presents a strong argument on the importance of enhancing the self-concepts of ethnic minority students.

Goodwin, W.A. and Driscoll, L. *A HANDBOOK FOR MEASUREMENT AND EVALUATION IN EARLY CHILDHOOD EDUCATION*. San Francisco: Jossey Bass, 1980.
Suggests ways of assessing evaluations and measurements that can directly or indirectly measure program effectiveness.

Grant, Gloria. *IN PRAISE OF DIVERSITY: MULTICULTURAL CLASSROOM APPLICATIONS*. Omaha, Nebraska: Teachers Corp. Center for Urban Education, 1977.
Resources include 51 activities in the following subject areas: Social Studies, Language Arts, Science, Math and Art.

Grant, Carl A., editor. *MULTICULTURAL EDUCATION: COMMITMENTS, ISSUES AND APPLICATION*. Washington, D.C.: Association for Supervision and Curriculum Development, 1977.
Discusses commitments, issues and applications that contribute to the foundation for lifelong learning.

Hale, Janice. "Black Children: Their Roots, Culture, and Learning Styles," *RESEARCH IN REVIEW*, pp. 39-50, January 1981.
Describes the cultural style and its relationship to the cognitive development of black children.

Henderson, George. *HUMAN RELATIONS: FROM THEORY TO PRACTICE*. Norman, Oklahoma: University of Oklahoma Press, 1976.
Good basic discussion on practical aspects of human relations studies.

Henderson, Phyllis A. *CONSIDERATIONS FOR PLANNING THE EDUCATIONAL PROGRAM OF YOUNG AFRO-AMERICAN CHILDREN*. Lexington, KY: Association for Children Under Six, March 8, 1984.
Recommendations for establishing a collaborative relationship between educators and Afro-American parents are discussed.

Interracial Books for Children Bulletin, *INTERNATIONAL CONFERENCE FOCUSES ON RACISM*. (Vol. 10, Nos. 1 and 2, 1979, Special Issue).
The bulletin reviews children's books on the Chinese-American, Japanese-American, Korean-American and Vietnam-American at all levels.

Johnson, Kenneth L. *TEACHING THE CULTURALLY DISADVANTAGED: A RATIONAL APPROACH*, SRA Publishing, 1970.
Provides teachers of culturally "disadvantaged children" with a realistic approach for improving human relations and understandings in the educational process from kindergarten through the twelfth grade.

Katz, L.H. *TEACHING IN PRE-SCHOOL: ROLES AND GOALS*. Urbana, Ill.: Eric Clearinghouse on Early Childhood Education, 1969.
Covers all aspects of teacher education.

Lado, Robert. *LINGUISTICS ACROSS CULTURES*. Michigan: University of Michigan Press, 1976.
Presents a practical approach for cultural comparisons to form a basis of satisfactory teaching materials.

Lay, M.Z. and Dapyera, J.E. *BECOMING A TEACHER OF YOUNG CHILDREN*. Lexington, Mass.: D.C. Heath & Co., 1977.
Several preparation programs for teachers expecting to pursue teacher training.

Lee, Nancy. *HANDS ON HERITAGE: AN EXPERIENTIAL APPROACH TO MULTICULTURAL EDUCATION*, California: Hands on Publications, 1978.
This curriculum book has many multicultural activities for children, introducing them to the life and culture of different people.

Levine, Toby and Standifer, James A. *JUMPSTREET HUMANITIES PROJECT LEARNING PACKAGE*. Washington, D.C.: Greater Washington Educational Communications Telecommunications Association, Inc., 1981.
Manual provides curriculum materials for secondary teachers and students in language arts, history and humanities; however, materials can be adapted for use by preschool teachers.

Longstreet, Wilma S. *UNDERSTANDING DIFFERENCES IN PLURALISTIC CLASSROOMS*. New York: Teachers College Press, 1978.
Discusses cultural pluralism as one factor to better understanding and appreciation of the differences that exist in classrooms.

McCormick, Theresa E. *NO ONE MODEL AMERICAN FAMILY: A NECESSARY UNDERSTANDING FOR EFFECTIVE MULTICULTURAL EDUCATION PROGRAMS FOR YOUNG CHILDREN*. Washington, D.C.: Association for the Education of Young Children, Nov. 11-14, 1982.
Discusses the diverse forms and changing nature of the American family as an important implication for early childhood educators.

Midwest Center for Equal Educational Opportunity. *ANNOTATED BIBLIOGRAPHY OF MULTI-ETHNIC CURRICULUM MATERIALS*. 408 Hitt Street, Columbia, Missouri, 1974.
This publication is a bibliography which includes books, films, filmstrips, recordings and booklets with sources and levels indicated.

Mock, Karen R. *EARLY CHILDHOOD EDUCATION IN A MULTICULTURAL SOCIETY*. Multiculturism, V5N4P3-6, 1982.
Emphasizes that preservice and inservice teacher education programs should be redesigned to include multicultural content.

MULTICULTURAL RESOURCES: BLACK, SPANISH SPEAKING, ASIAN AMERICAN, NATIVE AMERICAN, PACIFIC ISLAND CULTURES. Washington: California State University, 1978.
Includes 10,000 books, pamphlets, pictures and periodicals for all ages preschool through adult. Sections include folktales and legends, crafts, games, poetry, plays, music and arts.

MULTI-ETHNIC CURRICULUM GUIDELINES. Washington, D.C.: National Council for the Social Studies, 1976.
Philosophy, rationale and guidelines for assessing school curriculum for multi-ethnic experiences.

NEW PERSPECTIVES: A BIBLIOGRAPHY OF RACIAL, ETHNIC AND FEMINIST RESOURCES. Pennsylvania: Pennsylvania Department of Education, 1977.
An annotated multicultural bibliography which includes biographies, fiction and other materials from preschool to secondary level.

New York Public Library. *BLACK AMERICA: A SELECTED LIST FOR YOUNG ADULTS*. Office of Branch Libraries, 8 East 40th Street, New York, New York 10016.
A bibliography of interesting books focusing on the experiences and lives of Afro-American people.

New York Public Library. *THE BLACK EXPERIENCE IN CHILDREN'S BOOKS*. New York: Dial Press, 1979.
A carefully selected bibliography with suggested picture books, biographies, folktales, stories, poetry and songs about Africa, the Carribean and South Central America.

New York State Education Department. Bureau of Bilingual Education. *ANNOTATIONS ON SELECTED ASPECTS OF THE CULTURE OF PUERTO RICO AND ITS PEOPLE*. Albany, New York; 1972.
This is a resource on Puerto Rican culture that provide both teacher and curricular information.

New York State Education Department. Bureau of Child Development and Parent Education. Albany, NY: *A DESCRIPTION: NEW YORK STATE EXPERIMENTAL PREKINDERGARTEN*

PROGRAMS, March 1981.
Addresses the hows, whys, goals and purposes of the New York State Experimental prekindergarten program.

New York State Education Department. Bureau of Child Development and Parent Education. Albany, NY: "A Good Day for Young Children." The Early Childhood Education Program, June 1, 1982.

New York State Education Department. Bureau of Child Development and Parent Education. Albany, NY: *PHILOSOPHICAL BASE: THE EARLY CHILDHOOD EDUCATION PROGRAM*, June 1982.
Information on the philosophical viewpoint of the Early Childhood Education program in the broad sense as related to the individual and society.

New York State Education Department. Bureau of Mass Communications. Albany, New York: *VEGETABLE SOUP I AND II*, 1975.
Fifteen- and thirty-minute television broadcasts providing a multiplicity of strategies. The first guide deals with ethnic understandings and celebration of differences. The second guide deals with greater levels of sensitivity and the rejection of stereotypes, incorporating a multi-ethnic cookbook as a part of the activities.

New York State Education Department. Division of Intercultural Relations. *THE WHAT AND HOW OF TEACHING AFRO-AMERICAN CULTURE AND HISTORY IN THE ELEMENTARY SCHOOLS*. Albany, New York: 1972.
This publication presents facts on African history, and related activities that teachers can learn and teach simultaneously.

Nichols, Margaret S. and O'Neill, Margaret N. *MULTICULTURAL BIBLIOGRAPHY FOR PRESCHOOL THROUGH SECOND GRADE: IN THE AREAS OF BLACK, SPANISH-SPEAKING, ASIAN AMERICAN AND NATIVE AMERICAN CULTURES*. Stanford, Ca.: Multicultural Resources, 1972.
A comprehensive listing of books that cover all racial/ethnic and cultural groups.

Nine Curt, Judith C. *TEACHER TRAINING PACK FOR A COURSE ON CULTURAL AWARENESS*. Fall River: National Assessment and Dissemination Center for Bilingual Education. 1976.
This training pack is useful in exploring unique aspects of Puerto Rican culture and the role of culture in general.

_____. *NONVERBAL COMMUNICATION*. Cambridge, Massachusetts: National Assessment and Dissemination Center for Bilingual/Bicultural Education, 1976.
This booklet includes observations made over a period of several years regarding contrasts that exist between American (Anglo) and Latin American cultures in the area of nonverbal communication.

Norton, Donna E. *LANGUAGE AND COGNITIVE DEVELOPMENT THROUGH MULTICULTURAL LITERATURE*. Childhood Education; 62N2 pg. 103 Nov.-Dec. 1985.
Considers the role of multicultural literature in stimulating children's language and cognitive development.

Nuevas, Fronteras. *NEW FRONTIERS: A BILINGUAL EARLY LEARNING PROGRAM*. Elmsford, New York: Pergamon Press, Inc., 1979.
A complete curriculum program that provides learning approaches for children with varying language abilities.

Pederson, Clara A. *EVALUATION AND RECORD KEEPING*. North Dakota: Center for Teaching and Learning, University of North Dakota, 1977.

Public Policy Report, "NAEYC Advocacy Strategies. Multilingual/Multicultural Early Childhood Education," *YOUNG CHILDREN*, May 1981.
Strategies to guide members at all levels of activity in the association to bring about change related to issues.

Ramirez, Manuel, III. *COGNITIVE STYLES AND CULTURAL DIVERSITY*. New York, NY: Paper presented at the Annual Meeting of the American Educational Research Association, 1982.
Research indicates that minority students are more "field sensitive" and less "field independent" than nonminority students in their approach to learning.

Ramsey, Patricia G. *MULTICULTURAL EDUCATION IN EARLY CHILDHOOD*. Young Children; V37N-2PB-24, Jan. 1982.
Argues that multicultural education can be incorporated into every aspect of early childhood education.

Ruiz, Andres Julian. *MODIFYING RACIAL ATTITUDES OF SECOND GRADERS IN A MULTICULTURAL SETTING USING A CURRICULUM APPROACH*. Practicum Report, Nova University, 1982.
An interdisciplinary unit designed to modify racial attitudes of primary school students implemented in a multicultural setting.

Russell, Louise and Walch, Weston J. *UNDERSTANDING FOLKLORE*. Portland, Maine: Prentice Hall, 1976.
A good resource for gaining background information on folklore and various ethnic groups. Contains suggested activities for higher grade level but can easily be adapted for preschoolers.

Saracho, Olivia N. and Spodek, Bernard. *UNDERSTANDING THE MULTICULTURAL EXPERIENCE IN EARLY CHILDHOOD EDUCATION*, Washington, D.C.: National Association for the Education of Young Children, 1983.
Presents different interpretations and the consequences of early childhood education and its impact upon people of different cultural groups.

Sciara, Frank J., Cunningham, Deborah. *RACIAL PREJUDICE IN YOUNG CHILDREN: A CASE FOR MULTICULTURAL EDUCATION*. Indianapolis, IN: Association for the Education of Young Children, 1982.
Through this review of several research studies racial prejudice in young children is documented and the need is assessed for establishing a multicultural program beginning with preschool children.

Schniedewind, Nancy; Davidson, Ellen. *OPEN MINDS TO EQUALITY*. Englewood Cliffs, NJ: Prentice Hall, Inc., 1983.
A source book of learning activities to promote race, sex, class and age equity.

Spodek, B. *TEACHING IN THE EARLY YEARS*. 2nd ed. Englewood Cliffs, NJ: Prentice Hall, 1978.
Discusses understandings that help teachers appreciate the children they will teach.

Spradley, James P. *PARTICIPANT OBSERVATION*. New York: Holt, Rinehart and Winston, 1980.
A guide that provides models and materials for observing educational programs.

Tiedt, Iris M. *EXPLORING BOOKS WITH CHILDREN*. New York: Houghton Mifflin, 1979.
Includes excellent sections on literature related to various groups. Throughout there are good descriptions of teaching strategies such as readers, theaters, storytelling, teaching a novel and planning lessons.

Tiedt, Sidney and Tiedt, Iris. *LANGUAGE ARTS ACTIVITIES IN THE CLASSROOM*, Boston, MA: Allyn and Bacon, 1978.
A good book that provides information on cultural expectations in the area of language arts.

Tway, Eileen. *READING LADDERS FOR HUMAN RELATIONS*. Washington, D.C.: American Council on Education, 1981.
A specialized booklist and teaching aid for parents, librarians and teachers who want to promote better human relations.

Wolfe, Paula and others. *CROSSROADS FOR A CHANGING WORLD*. A report of the Alaska Bilingual-Multicultural Education Conference, 11th, Anchorage, Alaska: Alaska State Department of Education, Feb. 6-8, 1985.
A firsthand description of the interrelations of cultural change and education.

Woodbury, Marda. *SELECTING INSTRUCTIONAL MATERIALS*. Bloomingron, Ind.: Phi Delta Kappa, 1978.
A resource on factors to consider in the selection of different types of materials.

B. TEACHER/STAFF TRAINING

Teaching materials from the following annotated list are available through the ERIC Data Base. All materials can be ordered through interlibrary loan at the public library or directly from ERIC, or microfiche copies can be ordered free from the Educational Programs and Studies Information Service, Room 330 EB, New York State Education Department, Albany, New York 12234.

A BIBLIOGRAPHY OF BILINGUAL BICULTURAL PRE-SCHOOL MATERIALS FOR THE SPANISH-SPEAKING CHILD SUPPLEMENT II. ED 184-714
An annotated bibliography of instructional units and activities.

A MULTIETHNIC/MULTICULTURAL CURRICULUM FOR YOUNG CHILDREN – DESIGNED FOR YAKIMA INDIAN NATION EARLY CHILDHOOD PROGRAMS. ED 176-930
A curriculum guide designed to be used by teachers working with three-to five-year-old Yakima children who attend Early Childhood Programs.

BIBLIOGRAPHY OF SELECTED RESOURCES FOR THE INTERNATIONAL YEAR OF THE CHILD. ED 190-231
A bibliography which addresses some of the needs and provides data regarding sources of information about young children available in the United States.

BOOKS FOR LEARNING: A BIBLIOGRAPHY OF MULTI-ETHNIC RESOURCES FOR CLASSROOM USE. ED 190-681
An annotated bibliography for use in multiethnic classrooms and for working class children.

CULTURAL AWARENESS: A RESOURCE BIBLIOGRAPHY. ED 164-703
An annotated bibliography that cites books and resource materials for children and adults dealing with various aspects of different cultures.

CULTURAL DIVERSITY IN EARLY CHILDHOOD EDUCATION. ED 175-538
A teacher training manual that describes a two-semester series of workshops, providing early childhood teachers with necessary skills in planning a multicultural program.

EARLY EDUCATION FOR ASIAN AMERICAN CHILDREN. EJ 220-019
A study of the learning characteristics of preschool Japanese, Filipinos, Vietnamese, Koreans, Hawaiians, and Samoans focusing on the 1975 Asian American Education Project.

EFFECTS OF EARLY CHILDHOOD MULTICULTURAL EXPERIENCES ON BLACK CHILDREN'S ATTITUDES TOWARD THEMSELVES AND OTHERS. ED 125-777
A paper presented at the annual meeting of the American Educational Research Association.

INCREASING ETHNIC SENSITIVITY: WHY AND HOW. ED 159-273
This document discusses the biculturalism of Canada, the United States and other countries in promoting a positive and realistic view of a variety of ethnic cultures.

LANGUAGE LEARNING THROUGH PRETEND PLAY IN YOUNG BILINGUAL/BICULTURAL CHILDREN. ED 179-298
Contains ideas on how to foster mastery of both English and a native language.

MULTICULTURAL EARLY CHILDHOOD EDUCATION. ED 208-702
Discusses effective procedures for overcoming difficulties in providing multicultural experiences for young children.

MULTICULTURAL EDUCATION: AN ANTHROPOLOGICAL PERSPECTIVE. EJ 174-814
Discusses an example of a multicultural preschool and the school as a social system in which the relations between people are largely derived from class variables of the larger society.

MULTICULTURAL EDUCATION: WHERE DO WE BEGIN. EJ 157-336
Suggests general classroom guidelines stressing the similarities of childhood experiences for children of all cultures.

MULTICULTURAL RESOURCES. ED 191-928
A bibliography and resource guide listing multicultural resources appropriate for use with preschool children.

MULTICULTURAL RESOURCES FOR CHILDREN: A BIBLIOGRAPHY OF MATERIALS FOR PRESCHOOL THROUGH ELEMENTARY SCHOOL IN THE AREAS OF BLACK, SPANISH SPEAKING, ASIAN AMERICAN, NATIVE AMERICAN, AND PACIFIC ISLAND CULTURES. ED 152-394
Bibliography covers a comprehensive collection of multicultural materials ranging from preschool through elementary grades.

PLANNING FOR ETHNIC EDUCATION: A HANDBOOK FOR PLANNED CHANGE. ED 191-976
This handbook provides practical examples of how to incorporate a multicultural emphasis into the school curriculum.

STRATEGIES FOR THE MODIFICATION AND PREVENTION OF RACIAL PREJUDICE IN CHILDREN: A REVIEW, p. 16, ED 178-805
Provides literature that speaks to the formation of stereotypic racial attitudes in children and the best approach for developing positive attitudes.

WHAT IN THE WORLD IS COOKING IN CLASS TODAY. EJ 172-316
This article presents ideas for introducing multiethnic foods in the preschool classroom.

C. Supplemental Organizations and Publishers

The African-American Institute
833 United Nations Plaza
New York, New York 10017

Allen and Bacon
7 Wells Avenue
Newton, MA 02159

American Association
for Gifted Children
15 Gramercy Park
New York, New York 10003

American Association of Colleges
for Teacher Education
1 Dupont Circle, N.W.
Suite 610
Washington, D.C. 20036

American Indian Curricula
Development Program
United Tribes Educational Technical Center
3315 South Airport Road
Bismark, North Dakota 58501

ANTI-DEFAMATION LEAGUE
OF B'NAI B'RITH
823 United Nations Plaza
New York, New York 10017

THE ASIA SOCIETY, INC.
112 East 64th Street
New York, New York 10021

ASSOCIATION FOR CHILDHOOD
EDUCATION INTERNATIONAL
3615 Wisconsin Avenue, N.W.
Washington, D.C. 20016

ASSOCIATION FOR SUPERVISION AND
CURRICULUM DEVELOPMENT
225 North Washington Street
Alexandria, VA 22314

ASSOCIATION FOR THE STUDY OF
AFRO-AMERICAN LIFE AND HISTORY
1401 14th Street, N.W.
Washington, D.C. 20001

ASSOCIATION OF AMERICAN
INDIAN AFFAIRS, INC.
432 Park Avenue South
New York, New York 10016

ASSOCIATION OF TEACHER EDUCATORS
1900 Association Drive
Reston, VA 22091

BANK STREET APPROACH TO
EARLY CHILDHOOD EDUCATION
Bank Street College of Education
New York, New York 10025

BILINGUAL/MULTICULTURAL EARLY
CHILDHOOD RESOURCE CENTER,
INSTITUTE OF URBAN AND
MINORITY EDUCATION
Teachers College
Columbia University
New York, New York 10027

BILINGUAL PUBLICATIONS COMPANY
1966 Broadway
New York, New York 10023

BLACK CHILD DEVELOPMENT INSTITUTE
1028 Connecticut Avenue, N.W.
Washington, D.C. 20036

THE BLACK HISTORY MUSEUM
106A North Main Street
Hempstead, New York 11550

CALIFORNIA LIBRARY
ASSOCIATION
717 K Street
Suite 300
Sacramento, CA 95814

CENTER FOR GLOBAL PERSPECTIVES
National Office
218 East 18th Street
New York, New York 10003

CHILDREN'S BOOK COUNCIL
67 Irving Place
New York, New York 10003

CLEARINGHOUSE ON
URBAN EDUCATION
Teachers College
Box 40, 525 West 120th Street
Columbia University
New York, New York 10027

COUNCIL ON INTERRACIAL BOOKS FOR CHILDREN
Racism/Sexism Resource Center for Educators
1841 Broadway
New York, New York 10023

DAY CARE AND CHILD DEVELOPMENT
COUNCIL OF AMERICA
1012-14 Street, N.W.
Washington, D.C. 22205

DELMAR PUBLISHERS
50 Wolf Road
Albany, New York 12205

EDUCATIONAL ACTIVITIES, INC.
P.O. Box 87
Baldwin, New York 11510

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Early Childhood Education
University of Illinois
805 West Pennsylvania Avenue
Urbana, Illinois 61801

FOLKWAYS RECORDS
43 West 61st Street
New York, New York 10023

INTEGRATED EDUCATION ASSOCIATION
School of Education
Northwestern University
2003 Sheridan Road
Evanston, Illinois 60201

INTERCULTURAL DEVELOPMENT
RESEARCH ASSOCIATION
5835 Callaghan Road Suite 350
San Antonio, Texas 78228

JOHNSON PUBLISHING COMPANY
820 South Michigan Avenue
Chicago, Illinois 60605

LANGUAGES AND LINGUISTICS
Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 20008

NATIONAL ASSOCIATION FOR THE
ADVANCEMENT OF COLORED PEOPLE
186 Remsen Street
Brooklyn, New York 11201

NATIONAL ASSOCIATION FOR THE
EDUCATION OF YOUNG CHILDREN
1834 Connecticut Avenue, N.W.
Washington, D.C. 20009

NATIONAL CLEARINGHOUSE FOR
BILINGUAL EDUCATION
1300 Wilson Boulevard
Suite B2-11
Rosslyn, Virginia 22209

NATIONAL MINORITY RESOURCE CENTER
Education Commission of the States
1860 Lincoln Street
Denver, Colorado 80295

NEW YORK LIBRARY ASSOCIATION
Children and Young Adult Services Section
15 Park Row
Suite 434
New York, New York 10038

NEW YORK PUBLIC LIBRARY
Countee Cullen Branch
104 West 136th Street
New York, New York 10030

NEW YORK PUBLIC LIBRARY
Schomburg Center for Research in
Black Culture
103 West 135th Street
New York, New York 10030

NON-SEXIST CHILD DEVELOPMENT PROJECT
The Women's Action Alliance, Inc.
370 Lexington Avenue
New York, New York 10017

PUERTO RICAN RESEARCH AND
RESOURCE CENTER
1529 Connecticut Avenue, N.W.
Washington, D.C. 20036

SCHOOL SERVICES
African-American Institute
833 United Nations Plaza
New York, New York 10017

UNITED NATIONS – UNICEF
Information Center on Children's Cultures
331 East 38th Street
New York, New York 10016